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ABSTRACT

Calling attention to the continuum of approaches reflected in beginning reading programs, this report presents content and cost analyses for over 50 beginning reading programs. The first of the report's five chapters is an introduction. The second chapter begins with a brief description of the major issues in the area of beginning reading and concludes with a summary of important research-based recommendations for instruction. The third chapter outlines the evaluation criteria for a content analysis of the programs and provides operational definitions of evaluation criteria. The chapter concludes with an analysis of the extent to which over 50 instructional programs and approaches reflect research in beginning reading. The fourth chapter presents a cost analysis of each program evaluated and a description of how the cost analysis was determined. The final chapter contains some conclusions and cautions about selecting and designing effective reading instructional programs. (RS)

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THE BEGINNING READING INSTRUCTION STUDY

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THE BEGINNING READING INSTRUCTION STUDY

June 1993

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Chapter I

Introduction

Under Amendment No. 2202, proposed by the late Senator Edward Zorinsky of Nebraska to the 1986 Human Services Reauthorization Act, the U.S. Department of Education was asked to prepare and publish a listing of beginning reading programs, along with an evaluation of the cost effectiveness of each. The Department also was asked to determine if the programs presented well-designed instruction. The amendment read as follows:

> The Human Services Reauthorization Act of 1986, pursuant to Public Law 99-425, directed the Secretary of Education to conduct a study on the various methods of beginning reading instruction, and to compile a list of the programs and their related per-pupil expenditures. Specifically, **Title IX, Beginning Reading Instruction Study and Listing Required, Section 901**, stated that:
>
> > (a) Study: The Secretary of Education (hereafter in this title referred to as the "secretary") shall conduct a study in order to compile a complete list, by name, of beginning reading instruction programs and methods, including phonics, indicating:
> >
> > 1) the average cost per pupil of such programs and methods; and
> >
> > 2) whether such programs and methods do or do not present well-designed instruction as recommended in the report of the Commission on Reading entitled *Becoming a Nation of Readers*.
>
> The listing required by this section shall be written in such a way as to be understandable to the general public.

The tasks identified to complete the project were as follows:

Task 1. Compile a list of beginning reading programs and their costs.

Task 2. Analyze the content of the programs.

Task 3. Prepare the final report.

Task 4. Disseminate the final report.

This report is divided into four chapters. Chapter I begins with a brief discussion of the major issues in the area of beginning reading and concludes with a summary of some important and current research-based recommendations for instruction. Chapter II outlines the evaluation criteria for a content analysis of beginning reading instructional programs based on the above-mentioned recommendations and provides the operational definitions for each of these criteria. The chapter continues with the analysis of the extent to which over 50 instructional programs and approaches reflect current research in beginning reading. Chapter III contains a cost analysis of each program evaluated and a description of how the cost analysis was determined. Chapter IV contains some conclusions and cautions about selecting and designing effective reading instructional programs.

This report is not exhaustive either with respect to the number and type of instructional programs analyzed or with respect to the evaluation criteria used to analyze them. It does, however, call attention to the continuum of approaches reflected in beginning reading programs and allows the reader to place a given program somewhere along that continuum. Reading the report can be likened to looking through the window at a prospective house. The house buyer can get an impression of the house by looking through the window, but can't know for sure what the house is like without walking through each room of the house and opening all of the closet doors.

Readers of this report will find that while they may form an impression of a given instructional program from the report, they can't know for sure what the program is like until they too have "walked around" in it for a while. Research and personal preference play important roles in both scenarios. Just as prospective house buyers want to get the most house for the dollar, those who select beginning reading programs want programs that successfully teach students to read. However, to some house buyers the size of the closets is more important than the size of the lawn. Similarly, some readers of this report prefer reading programs that provide specific daily lessons, while others feel comfortable with programs that contain recommended activities. One intent of this report is to portray the myriad of programs available and to help the reader discriminate among them using not only personal preference but also research-based criteria.

How were the programs for this project selected?

Because of the number and types of beginning reading programs available, it was decided to limit this report to print programs only. Therefore, programs that depended heavily on audiotapes, videotapes, or computers were not included. Also not included were programs designed specifically for use with special education students or older remedial students. While many programs that were evaluated did state they could be used as remedial programs, each could also be used to teach beginning readers. An attempt was made to acquire information regarding the frequency of use of specific programs--either from their sales or from the frequency of their use in classrooms--but that attempt proved unsuccessful.

Reference Sources:

Aukerman, R. C. ***Approaches to Beginning Reading Instruction*** **(2nd ed.), 1984. John Wiley & Sons: New York:** This book was used to develop a list of beginning reading programs in publication. Phone calls and letters were sent to the publishers of programs that met our initial criteria for inclusion.

EL-HI Textbooks and Serials in Print, 119th edition, 1991: This is a listing of all textbooks designed for kindergarten through twelfth grades published by major publishing companies in the United States. This resource also was used to generate initial lists of beginning reading programs.

State Textbook Adoption Information: States that conduct statewide textbook adoptions were contacted to provide lists of programs currently available for adoption by local districts. Reading programs on those lists were included in this evaluation. Remedial programs were not included.

Computerized Databases: Several databases, including the Educational Resources Information Center (ERIC) and On-Line Computer Library Center (OCLC) were consulted to determine additional publishing sources. The University of Washington Curriculum Library's collection of reading programs and materials was also used as a resource.

Recommendations by Professionals: Throughout the course of this evaluation, teachers, education professors, and researchers, as well as publishers' representatives were asked to recommend programs.

Apologies are made to the authors and publishers of those programs that were overlooked for this report. Because of the limited scope of the project (50 programs), not every beginning reading program could be located or included. Every attempt was made to evaluate programs that met criteria for inclusion.

Chapter II

Issues and Research

What are the major issues in beginning reading instruction?

Two questions underlie this report:

1. How do children learn to read?
2. What is the best way to teach them?

Although everyone agrees that being able to read is essential in our society, there is little agreement among citizens, parents, teachers, and researchers about how best and most successfully to help young children learn to read.

Classroom studies and test data, as well as the experiences of parents and classroom teachers, suggest that children who don't learn to read well in the early grades are likely to remain poor readers, or even non-readers, for the rest of their years in school. In fact, almost everyone agrees that the reading achievement of children at the end of first grade strongly predicts their reading performance during their later school years. It is of utmost importance that beginning reading instruction be successful, yet how this success can best be achieved is one of the most hotly debated issues in education.

This discussion of issues surrounding beginning reading instruction begins with a definition of reading. What is reading? The Commission on Reading's landmark report, *Becoming a Nation of Readers* (Anderson, Hiebert, Scott, & Wilkinson, 1985), defines reading as "the process of constructing meaning from written texts" and as "a complex skill requiring the coordination of a number of interrelated sources of information" (p. 7). These interrelated sources of information include a reader's knowledge of letters, words, and other features of a text, along with that reader's knowledge of language, the topic, and the world.

In preparing *Becoming a Nation of Readers*, the Commission members reviewed and synthesized hundreds of research studies about many aspects of reading. From this research, they derived five generalizations on the nature of reading (pp. 17-18):

1. Reading is a constructive process.
2. Reading must be fluent.
3. Reading must be strategic.
4. Reading requires motivation.
5. Reading is a continuously developing skill.

In describing reading instruction, the Commission pointed out that reading instruction "most often takes the form of explanation, advice, coaching, and practice on the essential aspects of the process" (p. 17). The report concludes that the value of instruction should be judged by

the success of students, and calls for well-designed reading programs in which there is a "proper balance between practice of the parts and practice of the whole" (p. 17).

It is the search for this balance that has engendered much of the controversy about beginning reading instruction. The controversy centers on two specific questions about reading instruction: What are the parts of a successful reading program? and How are they organized into a whole?

For some people, it is important that reading instruction begin with the parts. They believe that a successful program must include the teaching of intensive, systematic phonics as a basis for word recognition. Other people propose starting with the whole and argue that a successful program must feature meaning-centered explorations of written language.

Those who support intensive, systematic phonics instruction assert that, to understand the alphabetic principle, children must understand the specific connections between letters and sounds. Provided with strategies that make explicit these connections, students then are able to "break the code" and apply these strategies independently. They also believe that children who use those strategies to read words quickly and effortlessly, without having to guess at individual letters or words, will be able to comprehend with ease what they read.

In contrast, those who advocate a meaning-centered approach believe that reading will develop naturally as children interact with words, sentences, and ideas that appear in meaningful contexts and as part of genuine literacy experiences. These experiences include handling and sharing books, talking about print and stories, and reading and writing meaningful stories. Numerous books and articles have been written about the whole language approach to reading instruction. Readers interested in exploring these ideas further should consult some of the books listed below:

Cordiero, Pat. *Whole Language and Content in the Upper Elementary Grades.* Richard C. Owen, 1992.

Graves, Donald. *Discover Your Own Literacy.* Heinemann, 1990.

Holdaway, Don. *The Foundations of Literacy.* Scholastic-TAB, 1979.

Mills, Heidi, O'Keefe, Timothy, and Stephens, Diane. *Looking Closely: Exploring the Role of Phonics in One Whole Language Classroom.* NCTE, 1992.

Newman, Judith M. *Whole Language: Theory in Use.* Heinemann, 1985.

Routman, Regie. *Invitations: Changing as Teachers and Learners, K-12.* Heinemann, 1991.

In recent years, the whole language movement has emphasized the use of literature as the basis for learning to read, rather than the instructional routines, graded texts, and worksheets typical of basal reading programs. Whole language advocates strive to make reading instruction more spontaneous, integrated, and authentic. They call for students to be given

more control over their own learning by allowing them to decide which books they will read and what topics they will write about.

What does research indicate about beginning reading instruction?

What light does research shed on the debate and disagreement between the advocates of these two points of view? For the chapter on emerging literacy in the report, *Becoming a Nation of Readers* (Anderson et al, 1985), the Commission on Reading examined research on the early stages of learning to read, including the role of children's experiences with language, reading in the home, reading instruction in kindergarten, and systematic reading instruction that begins no later than first grade but may begin in kindergarten. In synthesizing this research, the Commission concludes that

- Parents play roles of inestimable importance in laying the foundation for learning to read.
- Parents have an obligation to support their children's continued growth as readers.
- Kindergarten programs should emphasize oral language and writing as well as the beginning steps in reading.
- Phonics instruction improves children's ability to identify words.
- Reading primers should be interesting, comprehensible, and instructive.
- Both oral and silent reading are important for the beginner.
- Reading lessons should stress understanding and appreciating the content of the selection. (pp. 57-58)

A more recent review of research about beginning reading is Marilyn Adams's report, *Beginning to Read: Thinking and Learning About Print (1990).* In this report, Adams focuses on research from a number of different fields to describe the reading process. She points out that modern research reveals that good readers process every word and letter of the text they are reading. Their well-practiced knowledge of letters and spellings enables them to recognize words quickly and effortlessly. Consequently, this automatic recognition of words allows readers to focus their attention on the meaning of what they are reading.

Among the topics examined by Adams are the characteristics of young children's knowledge that best predict success in reading. She found several especially strong predictors:

1. **Knowledge about the nature of text**
   Children's experience with print, particularly materials such as books, newspapers, signs, and magazines, is an important predictor of success in learning to read. Such experiences help children become aware that printed words consist of individual letters, that letters proceed from left to right, and that print contains information.

2. **Linguistic and phonemic awareness**
   Children's awareness that spoken words are composed of sounds that are represented by the letters of the alphabet is also an important predictor of their success in learning to read.

3. **Knowledge of the letters of the alphabet**
   Children who can identify the shapes and know the names of the letters of the alphabet before they start school are at an advantage in learning to read.

Adams examined the instructional implications of hundreds of research studies and found that approaches to reading instruction that include systematic code instruction along with the reading of meaningful text result in superior reading achievement, for both low-readiness and better prepared students. She proposes that programs for all children balance phonics activities with the reading of interesting and engaging texts.

Chapter III describes how the research presented in *Becoming a Nation of Readers*[1] (*BNR*) and *Beginning to Read: Thinking and Learning About Print--A Summary*[2] (*BTR*) was translated into the evaluation criteria used to conduct the content analysis of instructional programs for this report.

---

1 Anderson, R. C., Hiebert, E., Scott, J., & Wilkinson, I. (1984). *Becoming a nation of readers: The report of the Commission on Reading.* Washington, DC: National Institute of Education.

2 Adams, M. J. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, MA: The MIT Press.

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print -- A summary.* (Prepared by S. A. Stahl, J. Osborn, & F. Lehr). Urbana-Champaign: University of Illinois, Center for the Study of Reading.

Chapter III

Content Analysis

How were the evaluation criteria for this report derived and used?

The criteria for evaluating the instructional materials were divided into three major areas: Emergent Literacy Instruction, Beginning Reading Instruction, and Remedial Decoding Instruction (examined in third-grade basals only). Citations from *BNR* and *BTR* representing research on which the evaluation criteria were based appear below. Each citation is followed by a description of the criteria used in the evaluation.

EMERGENT LITERACY INSTRUCTION: Several aspects of emergent literacy instruction are addressed in this section. Prereading skills that predict later success in reading such as phonemic awareness and knowledge of letters and/or sounds are included as well as general language and print activities. The section begins with determining whether the programs make specific recommendations to teachers about reading aloud to students.

BNR: (p. 23) *The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.*

BTR: (p. 124) *The single most important activity for building the knowledge and skills eventually required for reading appears to be reading aloud to children regularly and interactively.*

1. Suggestions for reading aloud: Any recommendation that the teacher read aloud to the students (excluding the text selection intended to be read by the students.)

BNR: (p. 30) *Reading must be seen as part of a child's general language development and not as a discrete skill isolated from listening, speaking and writing. Reading instruction builds especially on oral language. If this foundation is weak, progress in reading will be slow and uncertain. Children must have at least a basic vocabulary, a reasonable range of knowledge about the world around them, and the ability to talk about their knowledge. These abilities form the basis for comprehending text.*

BTR: (p. 124) *Language experience activities and the use of big books are excellent means of establishing print awareness (although they are less useful as primary vehicles for reading instruction itself).*

***2. Oral language activities*:** Any activities designed to teach language concepts, vocabulary, and background knowledge, as well as those activities designed to promote listening comprehension.

BTR: (p. 124) *Activities designed to develop young children's awareness of words, syllables, and phonemes significantly increase their later success in learning to read and write. The impact of phonemic awareness training on reading acquisition is especially strong when phonemes are taught together with the letters by which they are represented.*

***3. Phonemic awareness activities*:** Games or activities that focus on words and their phonemic elements, oral segmenting and blending activities, oral syllabication, and rhyming activities. (It should be noted that to discriminate phonemic awareness from decoding strategy instruction, only oral activities are included in this category.)

BNR: (p. 31) *Children's proficiency in letter naming when they start school is an excellent predictor of their first- and second-grade reading achievement. This fact seemingly supports the practice of having kindergartners learn letter names. Probably, however, knowledge of letter names is not important in itself so much as it is a reflection of broader knowledge about reading and language. This conclusion follows from the fact that, when children who do not know letter names on entering kindergarten are trained to name them, they show little later advantage in reading. In contrast, children taught the sounds letters make, as well as their names, show better reading achievement than children who receive only instruction in letter names.*

BTR: (p. 124) *Learning to recognize and discriminate the shapes of the letters is a difficult process requiring support and encouragement. Ideally, letter knowledge should be well established before children reach first grade.*

***4. Letter recognition/sound-symbol correspondence*:** Activities that isolate letters and/or sounds.

BNR: (p. 31) *Research establishes that children learning to read require concepts about the broader purposes of printed language, as well as the specific skills required to recognize letters and words and match letters and sounds. Learning about reading and writing ought to occur in situations where written language serves functions such as to entertain (as in books), to inform (as in instructions on packages), or to direct (as on traffic signs).*

BTR: (p. 124) *Children learn a great deal about the nature and function of print through thoughtful interactions with adults.*

***5. Writing activities*:** Tracing, copying, printing, and/or composing activities.

BNR: (p. 33) *Writing experience in kindergarten should not overemphasize handwriting practice. In addition to beginning to learn to print, children need to learn that writing is composing a message using their own words to communicate with other people.*

BTR: (p. 125) *Early encouragement of printing is both a way of developing letter recognition skills and of enabling children to write independently.*

***6. Print awareness*:** Activities that provide exposure to print in various forms or as represented by different media (e.g., signs, labels, letters in clay or fabric).

BEGINNING READING INSTRUCTION: In this area, the criteria are divided into three distinct sections: decoding instruction, reading text, and reading comprehension/writing instruction. The major focus of the section on decoding instruction was to determine the primary decoding strategy recommended by the program. The focus in the second section was on how teachers are directed by the program to use the text provided and how that text is designed. The final section examines the recommendations for reading comprehension and writing.

Decoding Instruction - The emphasis in this section was on determining the decoding strategy taught in the instructional program. The first point of analysis was whether the program taught phonics strategies. If phonics strategies were present, they were classified as either *implicit* or *explicit*. The following criteria and definitions were used to determine the decoding strategy:

BNR: (p. 38) *The goal of phonics is not that children be able to state the "rules" governing letter-sound relationships. Rather the purpose is to get across the alphabetic principle that there are systematic relationships between letters and sounds.*

BTR: (p. 126) *The ability to recognize letters is extremely important to the development of word recognition.*

***1. Sound/symbol relationships or spellings*:** Activities that promoted the relationship between letters and sounds were categorized as *explicit* if students saw the letters in isolation and were taught their

corresponding sounds. Activities were categorized as *implicit* if a letter and its sound were presented within the context of a word. For example, when presented with a word containing a new letter/sound, students are told: "Look at the first letter--it has the same sound that you hear in the beginning of the word *mom*."

BTR: (p. 54) *Functional understanding of the alphabetic principle depends equally on knowledge of letters and on explicit awareness of phonemes because it depends so closely on the association between them.*

2. Phonemic awareness: Games or activities that focus on words and their phonemic elements, oral segmenting and blending activities, oral syllabication, and rhyming activities. It should be noted that to discriminate phonemic awareness from decoding strategy instruction, only oral activities are included in this category.

BNR: (p. 42) *In the judgment of the Commission [on Reading], isolating the sounds associated with most letters and teaching children to blend the sounds of the letters together to try to identify words are useful instructional strategies. These are the strategies of explicit phonics.*

BTR: (p. 125) *Approaches in which systematic code instruction is included along with the reading of meaningful connected text result in superior reading achievement overall, for both low-readiness and better prepared students.*

BTR: (p. 125) *Phonics instruction is not only a means of teaching children to sound words out, but also of directing their attention to the spellings of words.*

BTR: (p. 126) *Because children have special difficulty analyzing the phonemic structure of words, reading programs should included explicit instruction in blending.*

3. Decoding strategy: A decoding strategy was categorized as an *explicit* phonics strategy when students were encouraged to read unknown words by examining the individual letters and sounds. The strategy was considered to be an *implicit* phonics strategy when students were encouraged to read unknown words by making associations with known letters or words. If a strategy was designated as an explicit phonics strategy, the presence of blending activities was examined.

Reading Text - In the section on the relationship of instruction to text, the analysis addressed the characteristics of text (e.g., word lists, stories) presented in each program as well as how the teacher is directed to use the text selection (e.g., having students read orally or silently). Also included in this section is an examination of activities designated specifically to promote fluency.

BNR: (p. 118) *Reading primers should be interesting, comprehensible, and give children opportunities to apply phonics.*

BTR: (p. 125) *Programs for all children, good and poor readers alike, should strive to maintain an appropriate balance between phonics activities and the reading and appreciation of informative and engaging texts.*

1. Text characteristics: Text was examined to determine whether programs contained word lists, individual sentences, and/or connected text written in either a narrative or expository style.

BNR: (p. 47) *The important point is that a high proportion of the words in the earliest selections children read should conform to the phonics they have already been taught.*

BTR: (p. 125) *To maximize word recognition growth, the wording of children's early texts should be carefully coordinated with the content and schedule of phonics lessons.*

2. Relationship of instruction to text: **(a) observable relationship**--activities that were designed specifically to help students decode the text selection (e.g., prereading lists of words from the selection); **(b) observable phonics relationship**--text that clearly was written to provide multiple examples of the phonics instruction in the program (e.g., text that contains multiple examples of a letter combination that had been introduced in previous lessons).

BNR: (p. 51) *A basic issue is the proper role for silent and oral reading considering the children's age and ability. Frequent opportunities to read aloud make sense for the beginning reader.*

Further, oral reading makes observable aspects of an otherwise unobservable process, diagnosing problems, and focusing instruction.

BTR: (p. 127) *To maximize achievement, children should be given texts that they can read orally with 90% to 95% accuracy.*

3. Mode of reading text: Recommendations made by the program regarding how the students should read the text selection (i.e., orally, silently, or both).

BNR: (p. 17) *Skilled reading is fluent. Becoming a skilled reader depends on mastering basic processes to the point where they are automatic, so that attention is freed for the analysis of meaning.*

BTR: (p. 127) *Reading comprehension depends on the ability to perceive words relatively quickly and effortlessly.*

Repeated readings of text are found to produce marked improvement in children's word recognition, fluency, and comprehension.

4. Activities to promote fluency: Activities that were explicitly labeled as opportunities for students to build reading fluency.

Reading Comprehension/Writing - This section is designed to address whether programs contained activities specifically designed to promote understanding of the recommended text selections, as well as instruction in independent comprehension skills or strategies. Also included is the presence of writing activities. In this section, writing refers to composing (not handwriting or copying). Writing activities were categorized as independent of the text selection and/or related to the text selection. Writing activities that would be considered related to the text selection include writing different endings to stories or personal responses to characters in individual text selections. This section is designed to provide the reader with additional information relative not only to whether a program addresses comprehension and composing, but also to the degree to which the program integrates decoding instruction, reading of text selections, comprehension activities and writing instruction.

BNR: (p. 58) *Reading lessons should stress understanding and appreciating the content of the selection.*

(p. 81) *Teachers need to teach comprehension skills directly.*

(p. 118) *Teachers should devote more time to comprehension instruction.*

1-3. Activities prior, during and after reading (teacher-led/independent student): Activities included in the program to promote understanding of the text selection; these instructional activities include providing background knowledge, explaining vocabulary, asking questions, completing worksheets.

BNR: (p. 118) *Teachers should devote more time to comprehension instruction.*

(p. 81) *Teachers need to teach comprehension skills directly.*

(p. 58) *Reading lessons should stress understanding and appreciating the content of the selection.*

***4. Comprehension skills/strategy instruction*:** Activities designed to teach students generalizable and strategies skills such as sequencing or discriminating fact from fiction; these activities need not be directly related to a specific text selection.

BNR: (p. 10) *Research suggests that, no matter which strategies are used to introduce them to reading, the children who earn the best scores on reading comprehension tests in the second grade are the ones who made the most progress in fast and accurate word identification in the first grade.*

BTR: (p. 127) *Reading comprehension depends on the ability to perceive words relatively quickly and effortlessly.*

Repeated readings of text are found to produce marked improvement in children's word recognition, fluency, and comprehension.

***5. Composing activities*:** Activities that require students to compose text; these activities were designated as being *related* to a text selection or *independent* of a text selection; examples of writing activities independent of a text selection include writing poetry, personal journals, or narratives; writing that is related to a given text selection include writing different endings to stories, writing reactions to a selection, and writing in response to a specific question about the selection.

REMEDIAL DECODING INSTRUCTION: *BNR* recommends that "phonics instruction should be kept simple and it should be completed by the end of second grade for most children (p. 118)." Based on this recommendation, this report addresses only *remedial* decoding instruction in third-grade basal programs. The third-grade programs were examined to determine the extent to which they include instruction designed for students who are having difficulty learning to read. General recommendations about meeting the needs of all students, although prevalent in the programs, were not considered to meet the criteria unless they were accompanied by specific instructional activities. The reason that this section was applied to only basal programs was that many of the other instructional reading programs are used as both developmental and remedial programs. Therefore, they contain no activities designated specifically for the remedial student.

1. Introduction/review of word attack strategies: Teacher-led or independent activities designed to provide students with specific word attack strategies such as teaching specific sound/symbol correspondences or how to read multisyllabic words.

2. Recommendations for remedial fluency activities: Activities that specifically were designed to help the remedial reader decode more fluently, including repeated readings, timed readings, or partner reading (expressly designed for fluency building).

3. Recommendations for adjusting instruction based on student performance: Activities that include some kind of assessment with accompanying remedial activities; activities that promote individualizing remediation to address the specific needs of the student.

How well do published reading programs reflect current research on beginning reading?

More than 50 published instructional programs and approaches to teaching beginning reading were examined to determine how well the research described in *BNR* and *BTR* is reflected in the content of these instructional materials. Tables 1-3 contain the content analysis. Tables 1.1 - 1.4 contain the analysis for basal reading programs; Table 2 contains the analysis for other instructional programs; and Table 3 contains the content analysis for instructional approaches that provide recommendations for designing beginning reading instruction. It should be noted that only printed instructional materials were reviewed; programs that depend on the use of audiotapes, videotapes, or computers were not included.

BASAL READING PROGRAMS

The basal reading program is a multi-grade set of instructional materials that includes specified instructional and evaluation activities as well as resources for supplemental activities. A basal reading program typically contains levels for kindergarten through eighth grade, although some basals are written only through sixth grade. With recent research indicating the importance of the reading/writing connection, many basal reading programs have incorporated language arts instruction to provide integrated reading and language arts programs.

Basal reading programs are fairly comprehensive, and each has organized its instruction in a distinctive manner. Programs contain units, books, sections, levels, guides or clusters, each representing a different number of instructional activities. In one program, a section may contain many lessons, while in another, one lesson may contain several sections. Many programs do not specify clearly those activities that constitute a single lesson. Only in a few programs are individual lessons numbered.

Given the constraints on time and resources, this evaluation could not address all of the instructional activities included in each program. Therefore, to assure that comparable material was examined in these very large programs, the activities related to six independent text selections were examined for each grade level. These text selections were randomly chosen from the beginning, middle, and end of the levels recommended for each grade. Short text selections such as poetry were not included to avoid the possible discrepancy between activities designed for longer narratives or expository text, and activities designed for those shorter selections. If a program contained specific lessons, six clusters of five lessons from the beginning, middle, and end of the levels specified for a given grade were examined.

Many companies publish more than one basal reading program. In the beginning stage of this report, publishers were contacted and asked to submit only those programs that were in full publication at the time. It should be noted that since work on this report began, many companies have published new programs.

The content analysis for the basal reading programs on the following pages is divided into three distinct sections: **emergent literacy instruction**, for which kindergarten levels were examined (Table 1.1); **beginning reading instruction**, for which both first- and second-grade levels were examined (Tables 1.2 and 1.3); and **remedial decoding instruction**, for which third-grade levels were examined (Table 1.4). Descriptions of each of the criteria used in the content analysis are found earlier in this chapter. Explanations of table entries can be found at the bottom of each table.

Table 1.1—Content Analysis: Basal Reading Programs
Kindergarten

PUBLISHER	Addison-Wesley	Macmillan	Harcourt Brace Jovanovich	D.C. Heath	Harcourt Brace Jovanovich (HRW)
PROGRAM NAME	*The Addison-Wesley Reading Program*	*Connections*	*HBJ Reading Program*	*Heath Reading*	*HRW Reading: Reading Today and Tomorrow*
EMERGENT LITERACY INSTRUCTION					
1. Suggestions for reading aloud to students		+	+	+	+
2. Oral language activities	+	+	+	+	+
3. Phonemic awareness activities	+	+	+	+	+
4. Letter recognition or sound/symbol relationships	+	+	+	+	+
5. Handwriting activities	+	+	+	+	+
6. Print awareness activities		+	+	+	+

PUBLISHER	Harcourt Brace Jovanovich	Harcourt Brace Jovanovich	Houghton Mifflin	SRA School Group (Merrill)	Open Court
PROGRAM NAME	*Imagination: An Odyssey Through Language*	*Impressions*	*The Literature Experience*	*Merrill Linguistic Reading Program*	*Open Court Reading and Writing*
EMERGENT LITERACY INSTRUCTION					
1. Suggestions for reading aloud to students	+	+	+		+
2. Oral language activities	+	+	+		+
3. Phonemic awareness activities	+	+	+		+
4. Letter recognition or sound/symbol instruction	+		+	+	+
5. Handwriting activities	+	+	+	+	+
6. Print awareness activities	+	+	+		+

NOTE: *+ indicates activities present in the program*

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Table 1.1—Content Analysis: Basal Reading Programs
Kindergarten—Continued

PUBLISHER		Science Research Associates	Scott Foresman	Silver Burdett & Ginn
PROGRAM NAME		*Reading Mastery*	*Scott Foresman Reading*	*World of Reading*
EMERGENT LITERACY INSTRUCTION				
1.	Suggestions for reading aloud to students		+	+
2.	Oral language activities	+	+	+
3.	Phonemic awareness activities	+	+	+
4.	Letter recognition or sound/symbol relationships	+	+	+
5.	Handwriting activities	+	+	+
6.	Print awareness activities		+	+

NOTE: *+ indicates activities present in the program*

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Table 1.2—Content Analysis: Basal Reading Programs
First Grade

PUBLISHER	Addison-Wesley	Macmillan	Harcourt Brace Jovanovich	D.C. Heath	Harcourt Brace Jovanovich (HRW)
PROGRAM NAME	*The Addison-Wesley Reading Program*	*Connections*	*HBJ Reading Program*	*Heath Reading*	*HRW Reading: Reading Today and Tomorrow*
BEGINNING READING INSTRUCTION					
A. DECODING INSTRUCTION					
1. Sound/symbol relationships					
a. Explicit	6/6	1/6			1/6
b. Implicit		5/6	6/6	4/6	2/6
c. Neither				2/6	
2. Phonemic awareness activities	5/6	6/6	6/6	2/6	4/6
3. Decoding strategy					
a. Explicit					5/6
b. Implicit	6/6	6/6	6/6	4/6	1/6
c. Neither					
d. Blending taught explicitly					1/6
B. READING TEXT					
1. Text characteristics					
a. Word lists and/or individual sentences		1/6		1/6	
b. Connected text					
c. Both	6/6	5/6	6/6	5/6	6/6
d. Neither					
2. Relationship of instruction to text					
a. Observable relationship	6/6	6/6	6/6	5/6	6/6
b. Observable phonics relationship	6/6				2/6
3. Mode of reading text					
a. Orally	3/6				
b. Silently		2/6			
c. Both	6/6	4/6		5/6	6/6
d. Not specified			6/6	1/6	
4. Activities to promote fluency	1/6		6/6	5/6	

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

* *Item must be related to text selection*

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Table 1.2—Content Analysis: Basal Reading Programs
First Grade—Continued

PUBLISHER	Addison-Wesley	Macmillan	Harcourt Brace Jovanovich	D.C. Heath	Harcourt Brace Jovanovich (HRW)
PROGRAM NAME	*The Addison-Wesley Reading Program*	*Connections*	*HBJ Reading Program*	*Heath Reading*	*HRW Reading: Reading Today and Tomorrow*
BEGINNING READING INSTRUCTION C. READING COMPREHENSION/WRITING					
*1. Activities prior to reading	6/6	6/6	6/6	6/6	6/6
*2. Activities during reading	6/6	6/6	6/6	6/6	6/6
*3. Activities after reading	6/6	6/6	6/6	6/6	6/6
a. Teacher-directed	6/6	6/6	6/6	6/6	6/6
b. Independent	6/6	6/6	6/6	6/6	6/6
4. Comprehension skills/strategy instruction	5/6	6/6	6/6	6/6	6/6
5. Composing activities					
a. Related to text selection		2/6	4/6	2/6	2/6
b. Independent of text selection				2/6	3/6
c. Both			2/6	1/6	
d. Neither	6/6	4/6		1/6	1/6

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

** Item must be related to text selection*

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Table 1.2—Content Analysis: Basal Reading Programs
First Grade—Continued

PUBLISHER	Harcourt Brace Jovanovich	Harcourt Brace Jovanovich	Houghton Mifflin	SRA School Group (Merrill)	Open Court
PROGRAM NAME	*Imagination: An Odyssey Through Language*	*Impressions*	*The Literature Experience*	*Merrill Linguistic Reading Program*	*Open Court Reading and Writing*
BEGINNING READING INSTRUCTION					
A. DECODING INSTRUCTION					
1. Sound/symbol relationships					
a. Explicit			1/6		6/6
b. Implicit	6/6	6/6	4/6	6/6	
c. Neither			1/6		
2. Phonemic awareness activities	6/6	6/6	2/6	1/6	6/6
3. Decoding strategy					
a. Explicit			1/6		6/6
b. Implicit		1/6	5/6	6/6	
c. Neither		5/6			
d. Blending taught explicitly					6/6
B. READING TEXT					
1. Text characteristics					
a. Word lists and/or individual sentences					2/6
b. Connected text	6/6				
c. Both		6/6	6/6	6/6	6/6
d. Neither					
2. Relationship of instruction to text					
a. Observable relationship	6/6	6/6	6/6	6/6	6/6
b. Observable phonics relationship				6/6	5/6
3. Mode of reading text					
a. Orally					
b. Silently					
c. Both	6/6	6/6	4/6	6/6	6/6
d. Not specified			2/6		
4. Activities to promote fluency					5/6

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

** Item must be related to text selection*

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Table 1.2—Content Analysis: Basal Reading Programs
First Grade—Continued

PUBLISHER	Harcourt Brace Jovanovich	Harcourt Brace Jovanovich	Houghton Mifflin	SRA School Group (Merrill)	Open Court
PROGRAM NAME	*Imagination: An Odyssey Through Language*	*Impressions*	*The Literature Experience*	*Merrill Linguistic Reading Program*	*Open Court Reading and Writing*
BEGINNING READING INSTRUCTION C. READING COMPREHENSION/WRITING					
***1. Activities prior to reading**	6/6	6/6	6/6	6/6	6/6
***2. Activities during reading**			6/6	6/6	6/6
***3. Activities after reading**	6/6	6/6	6/6	6/6	6/6
a. Teacher-directed	6/6	6/6	6/6	6/6	5/6
b. Independent	6/6	6/6	6/6	6/6	6/6
4. Comprehension skills/strategy instruction	6/6	5/6	6/6	6/6	5/6
5. Composing activities					
a. Related to text selection	6/6		1/6		
b. Independent of text selection		1/6			2/6
c. Both		5/6	5/6		4/6
d. Neither					

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

** Item must be related to text selection*

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Table 1.2—Content Analysis: Basal Reading Programs
First Grade—Continued

PUBLISHER	Science Research Associates	Scott Foresman	Silver Burdett & Ginn
PROGRAM NAME	*Reading Mastery*	*Scott Foresman Reading*	*World of Reading*
BEGINNING READING INSTRUCTION			
A. DECODING INSTRUCTION			
1. Sound/symbol relationships			
a. Explicit	6/6		
b. Implicit		6/6	6/6
c. Neither			
2. Phonemic awareness activities		4/6	5/6
3. Decoding strategy			
a. Explicit	6/6		
b. Implicit		6/6	6/6
c. Neither			
d. Blending taught explicitly	6/6		
B. READING TEXT			
1. Text characteristics			
a. Word lists and/or individual sentences			1/6
b. Connected text			
c. Both	6/6	6/6	
d. Neither			
2. Relationship of instruction to text			
a. Observable relationship	6/6	6/6	6/6
b. Observable phonics relationship	6/6		
3. Mode of reading text			
a. Orally			
b. Silently			
c. Both	6/6	6/6	6/6
d. Not specified			
4. Activities to promote fluency	6/6		

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

* *Item must be related to text selection*

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Table 1.2—Content Analysis: Basal Reading Programs
First Grade—Continued

PUBLISHER

	Science Research Associates	Scott Foresman	Silver Burdett & Ginn
PROGRAM NAME	*Reading Mastery*	*Scott Foresman Reading*	*World of Reading*
BEGINNING READING INSTRUCTION C. READING COMPREHENSION/WRITING			
*1. Activities prior to reading	6/6	6/6	6/6
*2. Activities during reading	6/6	6/6	6/6
*3. Activities after reading	6/6	6/6	6/6
a. Teacher-directed	6/6	6/6	6/6
b. Independent	6/6	6/6	6/6
4. Comprehension skills/strategy instruction	6/6	6/6	5/6
5. Composing activities			
a. Related to text selection		5/6	1/6
b. Independent of text selection		1/6	2/6
c. Both			2/6
d. Neither			1/6

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

** Item must be related to text selection*

Table 1.3—Content Analysis: Basal Reading Programs
Second Grade

PUBLISHER	Addison-Wesley	Macmillan	Harcourt Brace Jovanovich	D.C. Heath	Harcourt Brace Jovanovich (HRW)
PROGRAM NAME	*The Addison-Wesley Reading Program*	*Connections*	*HBJ Reading Program*	*Heath Reading*	*HRW Reading: Reading Today and Tomorrow*
BEGINNING READING INSTRUCTION					
A. DECODING INSTRUCTION					
1. Sound/symbol relationships					
a. Explicit	4/6	3/6			2/6
b. Implicit		3/6	4/6	2/6	4/6
c. Neither	2/6		2/6	4/6	
2. Decoding strategy					
a. Explicit	1/6	6/6			2/6
b. Implicit	5/6		4/6	4/6	4/6
c. Neither			2/6	2/6	
B. READING TEXT					
1. Text characteristics					
a. Word lists and/or individual sentences					
b. Connected text					
c. Both	6/6	6/6	4/6	6/6	6/6
d. Neither					
2. Relationship of instruction to text					
a. Observable relationship	6/6	6/6	6/6	6/6	6/6
b. Observable phonics relationship	6/6				
3. Mode of reading text					
a. Orally					
b. Silently		6/6			
c. Both	6/6			6/6	6/6
d. Not specified			6/6		
4. Activities to promote fluency		6/6	6/6	6/6	

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

* *Item must be related to text selection*

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Table 1.3—Content Analysis: Basal Reading Programs
Second Grade—Continued

PUBLISHER	Addison-Wesley	Macmillan	Harcourt Brace Jovanovich	D.C. Heath	Harcourt Brace Jovanovich (HRW)
PROGRAM NAME	*The Addison-Wesley Reading Program*	*Connections*	*HBJ Reading Program*	*Heath Reading*	*HRW Reading: Reading Today and Tomorrow*
BEGINNING READING INSTRUCTION C. READING COMPREHENSION/WRITING					
*1. Activities prior to reading	6/6	6/6	6/6	6/6	6/6
*2. Activities during reading	6/6	6/6	6/6	6/6	6/6
*3. Activities after reading	6/6	6/6	6/6	6/6	6/6
a. Teacher-directed	6/6	6/6	6/6	6/6	6/6
b. Independent	5/6	6/6	6/6	6/6	6/6
4. Comprehension skills/strategy instruction	3/6	6/6	6/6	6/6	6/6
5. Composing activities					
a. Related to text selection	2/6	2/6	1/6		4/6
b. Independent of text selection	1/6			1/6	1/6
c. Both	2/6	4/6	5/6	5/6	1/6
d. Neither	1/6				

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

** Item must be related to text selection*

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Table 1.3—Content Analysis: Basal Reading Programs
Second Grade—Continued

PUBLISHER	Harcourt Brace Jovanovich	Harcourt Brace Jovanovich	Houghton Mifflin	SRA School Group (Merrill)	Open Court
PROGRAM NAME	*Imagination: An Odyssey Through Language*	*Impressions*	*The Literature Experience*	*Merrill Linguistic Reading Program*	*Open Court Reading and Writing*
BEGINNING READING INSTRUCTION					
A. DECODING INSTRUCTION					
1. Sound/symbol relationships					
a. Explicit			3/6		6/6
b. Implicit	6/6	6/6	1/6	6/6	
c. Neither			2/6		
2. Decoding strategy					
a. Explicit					5/6
b. Implicit	6/6		6/6	6/6	
c. Neither		6/6			1/6
B. READING TEXT					
1. Text characteristics					
a. Word lists and/or individual sentences			3/6		
b. Connected text	6/6				
c. Both		6/6	3/6	6/6	6/6
d. Neither					
2. Relationship of instruction to text					
a. Observable relationship	6/6	6/6	6/6	6/6	6/6
b. Observable phonics relationship				6/6	
3. Mode of reading text					
a. Orally					2/6
b. Silently					
c. Both	6/6	6/6	6/6	6/6	4/6
d. Not specified					
4. Activities to promote fluency					

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

** Item must be related to text selection*

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Table 1.3—Content Analysis: Basal Reading Programs
Second Grade—Continued

PUBLISHER	Harcourt Brace Jovanovich	Harcourt Brace Jovanovich	Houghton Mifflin	SRA School Group (Merrill)	Open Court
PROGRAM NAME	*Imagination: An Odyssey Through Language*	*Impressions*	*The Literature Experience*	*Merrill Linguistic Reading Program*	*Open Court Reading and Writing*
BEGINNING READING INSTRUCTION C. READING COMPREHENSION/WRITING					
*1. Activities prior to reading	6/6	6/6	6/6	6/6	6/6
*2. Activities during reading			6/6	6/6	
*3. Activities after reading	6/6	6/6	6/6	6/6	6/6
a. Teacher-directed	6/6	6/6	6/6	6/6	6/6
b. Independent	6/6	6/6	6/6	6/6	6/6
4. Comprehension skills/strategy instruction	6/6	6/6	6/6	6/6	6/6
5. Composing activities					
a. Related to text selection	6/6	1/6	1/6	3/6	
b. Independent of text selection					6/6
c. Both		4/6	5/6	3/6	
d. Neither		1/6			

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

* *Item must be related to text selection*

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Table 1.3—Content Analysis: Basal Reading Programs
Second Grade—Continued

PUBLISHER	Science Research Associates	Scott Foresman	Silver Burdett & Ginn
PROGRAM NAME	*Reading Mastery*	*Scott Foresman Reading*	*World of Reading*
BEGINNING READING INSTRUCTION			
A. DECODING INSTRUCTION			
1. Sound/symbol relationships			
a. Explicit	6/6		
b. Implicit		6/6	6/6
c. Neither			
2. Decoding strategy			
a. Explicit	6/6		
b. Implicit		6/6	6/6
c. Neither			
B. READING TEXT			
1. Text characteristics			
a. Word lists and/or individual sentences			
b. Connected text			
c. Both	6/6	6/6	6/6
d. Neither			
2. Relationship of instruction to text			
a. Observable relationship	6/6	6/6	6/6
b. Observable phonics relationship	6/6		
3. Mode of reading text			
a. Orally			
b. Silently			
c. Both	6/6	6/6	6/6
d. Not specified			
4. Activities to promote fluency	6/6		1/6

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

* *Item must be related to text selection*

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Table 1.3—Content Analysis: Basal Reading Programs
Second Grade—Continued

PUBLISHER	Science Research Associates	Scott Foresman	Silver Burdett & Ginn
PROGRAM NAME	*Reading Mastery*	*Scott Foresman Reading*	*World of Reading*
BEGINNING READING INSTRUCTION C. READING COMPREHENSION/WRITING			
1. Activities prior to reading	6/6	6/6	6/6
2. Activities during reading	6/6	6/6	6/6
3. Activities after reading	6/6	6/6	6/6
a. Teacher-directed	6/6	6/6	6/6
b. Independent	6/6	6/6	6/6
4. Comprehension skills/strategy instruction	6/6	6/6	6/6
5. Composing activities			
a. Related to text selection			6/6
b. Independent of text selection			
c. Both		4/6	3/6
d. Neither			

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

* *Item must be related to text selection*

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Table 1.4—Content Analysis: Basal Reading Programs
Third Grade

PUBLISHER	Addison-Wesley	Macmillan	Harcourt Brace Jovanovich	D.C. Heath	Harcourt Brace Jovanovich (HRW)
PROGRAM NAME	*The Addison-Wesley Reading Program*	*Connections*	*HBJ Reading Program*	*Heath Reading*	*HRW Reading: Reading Today and Tomorrow*
REMEDIAL DECODING INSTRUCTION					
1. Teacher-directed introduction/review of decoding strategies		6/6	6/6	6/6	4/6
2. Independent remedial seatwork available for decoding		6/6		6/6	4/6
3. Recommendations for remedial fluency activities					
4. Recommendations for adjusting instruction based on student performance		6/6	6/6	6/6	4/6

PUBLISHER	Harcourt Brace Jovanovich	Harcourt Brace Jovanovich	Houghton Mifflin	SRA School Group (Merrill)	Open Court
PROGRAM NAME	*Imagination: An Odyssey Through Language*	*Impressions*	*The Literature Experiences*	*Merrill Linguistic Reading Program*	*Open Court Reading and Writing*
REMEDIAL DECODING INSTRUCTION					
1. Teacher-directed introduction/review of decoding strategies				6/6	3/6
2. Independent remedial seatwork available for decoding				6/6	2/6
3. Recommendations for remedial fluency activities					3/6
4. Recommendations for adjusting instruction based on student performance				6/6	3/6

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

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Table 1.4—Content Analysis: Basal Reading Programs
Third Grade—Continued

PUBLISHER		Science Research Associates	Scott Foresman	Silver Burdett & Ginn
PROGRAM NAME		*Reading Mastery*	*Scott Foresman Reading*	*World of Reading*
REMEDIAL CODING INSTRUCTION				
1.	Teacher-directed introduction/review of decoding strategies	6/6	4/6	3/6
2.	Independent remedial seatwork available for decoding		2/6	3/6
3.	Recommendations for remedial fluency activities	6/6	2/6	
4.	Recommendations for adjusting instruction based on student performance	6/6		

NOTE: A sample consists of the activities related to a single text selection. The fraction represents the number of samples out of six that contains instructional activities related to the criterion.

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OTHER INSTRUCTIONAL PROGRAMS

This category includes those reading programs that do not fall under the label of *basal reading program.* These programs differ in more ways than they are alike. Many are designed to be used either independently or in conjunction with other reading materials, but some are intended to be used only independently. Some are designed only as beginning reading programs, while others extend to the intermediate grades; some are based on a phonics approach to beginning reading instruction, and some are literature-based; some are structured, and others are not; some are long, and some are short.

The one feature shared by all of the programs in this category is that they include specific lessons. This feature was used to differentiate these programs from the many instructional approaches available that contain recommended activities but no specified lessons. (More about these approaches in the next section). Because of the wide variability of these programs, the content analysis had to be somewhat altered. All of the criteria applied to the kindergarten and first/second grade basal programs were applied to programs in this category. However, to apply the criteria fairly, entire programs were examined.

Programs were credited with including specific types of activities (e.g., phonemic awareness activities) if those activities appeared more than once in the program. Every attempt was made to determine that the activities were not isolated examples. Also, so many of these programs stated that they could be used as beginning reading or remedial reading instruction, a separate analysis of remedial recommendations was not conducted; in essence, use of the entire program would constitute the remediation plan.

Table 2 contains the content analysis for the other instructional reading programs. The programs are categorized as those that *can* be used in conjunction with other reading instructional materials or independently (C-1), and those that *must* be used with other instructional reading materials (C-2). Explanations of table entries can be found at the bottom of each table.

Table 2—Content Analysis: Other Instructional Programs

PUBLISHER	Alphaphonics Publications (Kite)	New Dimensions in Education	Pecci Educational Publishers	Developmental Learning Materials (DLM)	Science Research Associates	B.E.S.T. Publications
PROGRAM NAME	*Alphaphonics/ Kite*	*Alpha Time*	*At Last! A Reading Method for Every Child!*	*Auditory Discrimination in Depth*	*Basic Reading Series*	*The B.E.S.T. Introductory Phonics Programs*
CATEGORY	C-1	C-1	C-1	C-1	C-1	C-1
EMERGENT LITERACY INSTRUCTION						
1. Suggestions for reading aloud to students	+	+	+		+	
2. Oral language activities	+	+	+		+	
3. Handwriting activities	+	+	+		+	+
4. Print awareness activities	+	+	+		+	
BEGINNING READING INSTRUCTION						
A. DECODING INSTRUCTION						
1. Sound/symbol relationships						
a. Explicit				+		+
b. Implicit	+					
c. Both		+	+			
d. Neither					+	
2. Phonemic awareness activities	+	+	+	+	+	+
3. Decoding strategy						
a. Explicit	+	+		+		+
b. Implicit			+		+	
c. Neither						
d. Blending taught explicitly		+		+		+
B. READING TEXT						
1. Text characteristics						
a. Word lists and/or individual sentences	+		+	+		
b. Connected text						
c. Both					+	+
d. Neither		+				

NOTE: *C-1 can be used with other instructional material*
C-2 must be used with other instructional material
\+ *indicates activities present in the program*
• *item must be related to text selection*

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Table 2—Content Analysis
Other Instructional Programs—Continued

PUBLISHER	Alphaphonics Publications (Kite)	New Dimensions in Education	Pecci Educational Publishers	Developmental Learning Materials (DLM)	Science Research Associates	B.E.S.T. Publications
PROGRAM NAME	*Alphaphonics/ Kite*	*Alpha Time*	*At Last! A Reading Method for Every Child!*	*Auditory Discrimination in Depth*	*Basic Reading Series*	*The B.E.S.T. Introductory Phonics Programs*
CATEGORY	C-1	C-1	C-1	C-1	C-1	C-1
B. READING TEXT (continued)						
2. Relationship of instruction to text						
a. Observable relationship					+	+
b. Observable phonics relationship					+	+
3. Mode of reading text						
a. Orally			+	+		
b. Silently						
c. Both					+	+
d. Not specified						
4. Activities to promote fluency			+		+	+
C. READING COMPREHENSION						
*1. Activities prior to reading					+	
*2. Activities during reading					+	
*3. Activities after reading					+	+
a. Teacher-directed					+	+
b. Independent					+	+
4. Comprehension skills/strategy instruction						
5. Composing activities						
a. Related to text selection						
b. Independent of text selection		+	+			
c. Both						
d. Neither					+	+

NOTE: *C-1 can be used with other instructional material*
C-2 must be used with other instructional material
+ indicates activities present in the program
** item must be related to text selection*

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Table 2—Content Analysis
Other Instructional Programs—Continued

PUBLISHER	Scholastic	Metra-Summerhays	Educators Publishing Service	Paula Di Educational Enterprises	American Guidance Services
PROGRAM NAME	*Bridges*	*Companion*	*Explode the Code*	*The Golden Key to Reading*	*High Hat*
CATEGORY	C-1	C-2	C-1	C-1	C-1
EMERGENT LITERACY INSTRUCTION					
1. Suggestions for reading aloud to students	+	+			+
2. Oral language activities	+	+		+	+
3. Handwriting activities	+	+	+	+	+
4. Print awareness activities		+			
BEGINNING READING INSTRUCTION					
A. DECODING INSTRUCTION					
1. Sound/symbol relationships					
a. Explicit		+	+	+	
b. Implicit					
c. Both					+
d. Neither	+				
2. Phonemic awareness activities		+	+	+	+
3. Decoding strategy					
a. Explicit		+	+	+	+
b. Implicit					
c. Neither	+				
d. Blending taught explicitly		+		+	+
B. READING TEXT					
1. Text characteristics					
a. Word lists and/or individual sentences			+		
b. Connected text	+				
c. Both		+		+	+
d. Neither					

NOTE: *C-1 can be used with other instructional material*
C-2 must be used with other instructional material
\+ *indicates activities present in the program*
* *item must be related to text selection*

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Table 2—Content Analysis
Other Instructional Programs—Continued

PUBLISHER	Scholastic	Metra-Summerhays	Educators Publishing Service	Paula Di Educational Enterprises	American Guidance Services
PROGRAM NAME	*Bridges*	*Companion*	*Explode the Code*	*The Golden Key to Reading*	*High Hat*
CATEGORY	C-1	C-2	C-1	C-1	C-1
B. Reading Text (continued)					
2. Relationship of instruction to text					
a. Observable relationship	+	+	+	+	+
b. Observable phonics relationship		+	+	+	+
3. Mode of reading text					
a. Orally					+
b. Silently					
c. Both	+	+		+	
d. Not specified			+		
4. Activities to promote fluency		+			+
C. READING COMPREHENSION					
*1. Activities prior to reading	+	+		+	
*2. Activities during reading	+				
*3. Activities after reading	+	+		+	+
a. Teacher-directed	+	+		+	+
b. Independent	+	+			+
4. Comprehension skills/strategy instruction	+	+			
5. Composing activities					
a. Related to text selection		+		+	
b. Independent of text selection					
c. Both	+				
d. Neither					+

NOTE: *C-1 can be used with other instructional material*
C-2 must be used with other instructional material
+ indicates activities present in the program
** item must be related to text selection*

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Table 2—Content Analysis
Other Instructional Programs—Continued

PUBLISHER	American Guidance	Clarence L. Barnhart, Inc.	Rigby	Modern Curriculum Press	McQueen Publishing
PROGRAM NAME	*Integrated Total Language*	*Let's Read*	*Literacy 2000*	*MCP Phonics*	*McQueen Intergated Phonics & Language Arts*
CATEGORY	C-1	C-1	C-1	C-1	C-1
EMERGENT LITERACY INSTRUCTION					
1. Suggestions for reading aloud to students	+	+	+	+	+
2. Oral language activities	+	+	+		+
3. Handwriting activities	+	+	+	+	+
4. Print awareness activities	+	+	+	+	
BEGINNING READING INSTRUCTION					
A. DECODING INSTRUCTION					
1. Sound/symbol relationships					
a. Explicit	+			+	+
b. Implicit			+		
c. Both		+			
d. Neither					
2. Phonemic awareness activities	+		+	+	+
3. Decoding strategy					
a. Explicit	+			+	+
b. Implicit		+	+		
c. Neither					
d. Blending taught explicitly	+				+
B. READING TEXT					
1. Text characteristics					
a. Word lists and/or individual sentences	+			+	
b. Connected text			+		
c. Both		+			+
d. Neither					

NOTE: *C-1 can be used with other instructional material*
C-2 must be used with other instructional material
\+ *indicates activities present in the program*
* *item must be related to text selection*

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Table 2—Content Analysis
Other Instructional Programs—Continued

PUBLISHER	American Guidance	Clarence L. Barnhart, Inc.	Rigby	Modern Curriculum Press	McQueen Publishing
PROGRAM NAME	*Integrated Total Language*	*Let's Read*	*Literacy 2000*	*MCP Phonics*	*McQueen Intergated Phonics & Language Arts*
CATEGORY	C-1	C-1	C-1	C-1	C-1
B. Reading Text (continued)					
2. Relationship of instruction to text					
a. Observable relationship	+	+	+	+	+
b. Observable phonics relationship	+	+		+	+
3. Mode of reading text					
a. Orally	+				+
b. Silently		+			
c. Both			+	+	
d. Not specified					
4. Activities to promote fluency		+	+		+
C. READING COMPREHENSION					
***1. Activities prior to reading**		+	+		+
***2. Activities during reading**			+		
***3. Activities after reading**		+	+		+
a. Teacher-directed		+	+		+
b. Independent			+		+
4. Comprehension skills/strategy instruction	+		+		+
5. Composing activities					
a. Related to text selection					
b. Independent of text selection	+			+	
c. Both			+		+
d. Neither		+			

NOTE: *C-1 can be used with other instructional material*
C-2 must be used with other instructional material
+ indicates activities present in the program
** item must be related to text selection*

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Table 2—Content Analysis
Other Instructional Programs—Continued

PUBLISHER	Educators Publishing Service	SRA School Group (Barnell Loft)	Dorbooks	Steck-Vaughn	International Learnings Systems
PROGRAM NAME	*Multi-Sensory Teaching Approach*	*Pathways to Literacy*	*Phonics Pathways*	*Reading Links*	*Sing, Spell, Read, & Write*
CATEGORY	C-1	C-2	C-1	C-1	C-1
EMERGENT LITERACY INSTRUCTION					
1. Suggestions for reading aloud to students	+	+	+	+	
2. Oral language activities	+	+	+	+	
3. Handwriting activities	+		+	+	+
4. Print awareness activities		+		+	+
BEGINNING READING INSTRUCTION A. DECODING INSTRUCTIONS					
1. Sound/symbol relationships					
a. Explicit	+		+	+	+
b. Implicit		+			
c. Both					
d. Neither					
2. Phonemic awareness activities	+	+		+	+
3. Decoding strategy					
a. Explicit	+		+		+
b. Implicit		+		+	
c. Neither					
d. Blending taught explicitly	+		+		+
B. READING TEXT					
1. Text characteristics					
a. Word lists and/or individual sentences					
b. Connected text					
c. Both	+	+	+	+	+
d. Neither					
2. Relationship of instruction to text					
a. Observable relationship	+	+	+	+	+
b. Observable phonics relationship	+		+		+

NOTE: *C-1* *can be used with other instructional material*
C-2 *must be used with other instructional material*
\+ *indicates activities present in the program*
• *item must be related to text selection*

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Table 2—Content Analysis
Other Instructional Programs—Continued

PUBLISHER	Educators Publishing Service	SRA School Group (Barnell Loft)	Dorbooks	Steck-Vaughn	International Learnings Systems
PROGRAM NAME	*Multi-Sensory Teaching Approach*	*Pathways to Literacy*	*Phonics Pathways*	*Reading Links*	*Sing, Spell, Read, & Write*
CATEGORY	C-1	C-2	C-1	C-1	C-1
B. Reading Text (continued)					
3. Mode of reading text					
a. Orally	+				+
b. Silently					
c. Both	+	+		+	
d. Not specified			+		
4. Activities to promote fluency	+		+		
C. READING COMPREHENSION					
*1. Activities prior to reading	+	+		+	+
*2. Activities during reading	+			+	
*3. Activities after reading	+	+		+	+
a. Teacher-directed	+	+		+	
b. Independent	+	+		+	+
4. Comprehension skills/strategy instruction	+				
5. Composing activities					
a. Related to text selection					
b. Independent of text selection					
c. Both		+		+	
d. Neither	+		+		+

NOTE: *C-1 can be used with other instructional material*
C-2 must be used with other instructional material
+ indicates activities present in the program
** item must be related to text selection*

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Table 2—Content Analysis
Other Instructional Programs—Continued

PUBLISHER	Edmark Corporation	Steck-Vaughn	Stevenson Learning Skills	The Wright Group	Goodyear Publishing (Scott Foresman)
PROGRAM NAME	*Sounder*	*Steck-Vaughn Phonics*	*The Stevenson Language Skill Program*	*The Story Box*	*Success in Reading & Writing*
CATEGORY	C-1	C-1	C-1	C-1	C-2
EMERGENT LITERACY INSTRUCTION					
1. Suggestions for reading aloud to students		+	+	+	+
2. Oral language activities		+	+	+	+
3. Handwriting activities	+	+	+	+	+
4. Print awareness activities		+		+	+
BEGINNING READING INSTRUCTION A. DECODING INSTRUCTION					
1. Sound/symbol relationships					
a. Explicit	+	+			
b. Implicit					+
c. Both			+		
d. Neither				+	
2. Phonemic awareness activities	+	+	+	+	+
3. Decoding strategy					
a. Explicit	+	+	+		
b. Implicit				+	+
c. Neither					
d. Blending taught explicitly	+		+		
B. READING TEXT					
1. Text characteristics					
a. Word lists and/or individual sentences					
b. Connected text				+	
c. Both	+	+	+		+
d. Neither					

NOTE: *C-1* *can be used with other instructional material*
C-2 *must be used with other instructional material*
\+ *indicates activities present in the program*
• *item must be related to text selection*

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Table 2—Content Analysis
Other Instructional Programs—Continued

PUBLISHER	Edmark Corporation	Steck-Vaughn	Stevenson Learning Skills	The Wright Group	Goodyear Publishing (Scott Foresman)
PROGRAM NAME	*Sounder*	*Steck-Vaughn Phonics*	*The Stevenson Language Skill Program*	*The Story Box*	*Success in Reading & Writing*
CATEGORY	C-1	C-1	C-1	C-1	C-2
B. READING TEXT (continued)					
2. Relationship of instruction to text					
a. Observable relationship	+	+	+		+
b. Observable phonics relationship	+	+	+		
3. Mode of reading text					
a. Orally					
b. Silently					
c. Both	+	+	+	+	+
d. Not specified					
4. Activities to promote fluency	+		+		
C. READING COMPREHENSION					
***1. Activities prior to reading**		+	+	+	+
***2. Activities during reading**				+	+
***3. Activities after reading**	+	+	+	+	+
a. Teacher-directed	+	+	+	+	+
b. Independent	+	+	+		+
4. Comprehension skills/strategy instruction			+	+	+
5. Composing activities					
a. Related to text selection	+				
b. Independent of text selection		+			
c. Both			+	+	+
d. Neither					

NOTE: *C-1 can be used with other instructional material*
C-2 must be used with other instructional material
+ indicates activities present in the program
** item must be related to text selection*

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Table 2—Content Analysis
Other Instructional Programs—Continued

PUBLISHER	Developmental Learning Materials	University of Chicago Press	Total Reading	Yak Corporation
PROGRAM NAME	*Swain Beginning Reading*	*Teaching All Children to Read*	*Total Reading*	*Yak Phonics*
CATEGORY	C-1	C-2	C-1	C-1
EMERGENT LITERACY INSTRUCTION				
1. Suggestions for reading aloud to students	+		+	+
2. Oral language activities	+	+	+	+
3. Handwriting activities	+	+	+	+
4. Print awareness activities	+		+	
BEGINNING READING INSTRUCTION A. DECODING INSTRUCTION				
1. Sound/symbol relationships				
a. Explicit	+	+	+	+
b. Implicit				
c. Both				
d. Neither				
2. Phonemic awareness activities		+	+	+
3. Decoding strategy				
a. Explicit	+	+	+	
b. Implicit				+
c. Neither				
d. Blending taught explicitly	+	+	+	
B. READING TEXT				
1. Text characteristics				
a. Word lists and/or individual sentences	+	+		+
b. Connected text				
c. Both			+	
d. Neither				
2. Relationship of instruction to text				
a. Observable relationship	+		+	
b. Observable phonics relationship	+		+	

NOTE: *C-1* *can be used with other instructional material*
C-2 *must be used with other instructional material*
\+ *indicates activities present in the program*
* *item must be related to text selection*

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Table 2—Content Analysis
Other Instructional Programs—Continued

PUBLISHER	Developmental Learning Materials	University of Chicago Press	Total Reading	Yak Corporation
PROGRAM NAME	*Swain Beginning Reading*	*Teaching All Children to Read*	*Total Reading*	*Yak Phonics*
CATEGORY	C-1	C-2	C-1	C-1
B. Reading Text (continued)				
3. Mode of reading text				
a. Orally	+	+		+
b. Silently				
c. Both			+	
d. Not specified				
4. Activities to promote fluency	+	+		
C. READING COMPREHENSION				
***1. Activities prior to reading**			+	
***2. Activities during reading**			+	
***3. Activities after reading**	+		+	
a. Teacher-directed	+		+	
b. Independent	+		+	
4. Comprehension skills/strategy instruction	+		+	
5. Composing activities				
a. Related to text selection				
b. Independent of text selection	+			
c. Both			+	
d. Neither		+		

NOTE: *C-1 can be used with other instructional material*
C-2 must be used with other instructional material
+ indicates activities present in the program
** item must be related to text selection*

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INSTRUCTIONAL APPROACHES

Along with basal reading programs and the other instructional programs, teachers use a category of instructional materials that have been labeled here as *instructional approaches*. Materials in this category include books or manuals that describe in detail types of activities that should be included in beginning reading instruction. The teacher is to design and sequence those activities to accommodate the materials available in the classroom and the interests of the students.

The approaches described in this section represent a range of educational philosophies (i.e., phonics approaches, whole language approaches, and integrated approaches). Because no lessons exist in these materials, the approaches were examined for the extent to which instructional recommendations addressing the specific evaluation item were included and/or if sample activities were provided. A brief paragraph describing the specific instructional approach follows each evaluation.

The only characteristic the approaches listed in this section have in common is that they all describe a method for teaching beginning reading. Some of these approaches (*Bookshelf, Discovery Phonics*) include books for students to read accompanied by a resource guide for teachers containing suggested activities; some include very detailed descriptions for teachers on how to construct lessons (*ECRI, Spelling & Reading with Riggs*); some consist of multiple programs (*Success for All*). Most of these approaches require the use of additional commercially available or teacher-made materials. The authors of many of the approaches recommend that teachers attend training workshops prior to implementing their approach. All of the manuals examined for this report provide teachers with a structure and method for constructing their own reading programs.

Table 3 contains the content analysis for instructional approaches. In this table, activities in the program are designated with **R** if the activities are *recommended* in the manual provided or **S** if *sample* activities are provided. A plus sign (+) is used to designate the presence (or absence) of a specific text characteristic. Explanations of table entries are found at the bottom of each of the tables.

DESCRIPTIONS OF INSTRUCTIONAL APPROACHES

The Baratta-Lorton Reading Program (Dekodiphukan) - This approach is designed as an introduction to both reading and writing. The students are taught to identify 44 individual sounds by associating those sounds with pictures. The sound pictures are also used to teach students to blend sounds into words. The teacher's manual provides detailed instructions on the sequence of introducing sounds in addition to various writing and center-based activities. This approach can be used with beginning readers as well as with remedial students.

Bookshelf - This approach is based on a whole language approach to literacy instruction. It includes a broad range of both fiction and non-fiction books. A Teachers Resource Book that suggests activities for integrating reading and writing is provided for each grade level. *Bookshelf* is available for grades K, 1, and 2.

Discovery Phonics - The materials used in this approach are designed to provide decoding instruction within the context of meaningful literature. Through the use of predictable stories (that appear in big and little books and on cassette tapes), students are taught sound/symbol correspondences and then are given opportunities to generalize their knowledge of sounds to the writing process. The teacher's guide includes a variety of activities written by teachers across the country. The program can be used independently or as a supplement to other reading instructional materials.

Exemplary Center for Reading Instruction (ECRI) - This approach is an inservice program for teachers who teach reading and language arts to students of all ability levels. Teachers are given explicit training in how to design effective instruction in word recognition, comprehension, writing, and study skills (among other topics) using both literature and expository text. A particular emphasis is placed on developing effective monitoring and management systems.

McOmber Reading Package - This phonics-based approach to beginning reading instruction includes 52 short storybooks that introduce phonics sounds and blends in a specified sequence. The books are written on a beginner's level, but can be used with older students and even with adults who are just learning to read. A manual entitled *How to Teach Phonetic Reading* provides specific recommendations and sample activities to teachers or parents on how to teach reading using these materials.

A Multisensory Approach to Language Arts (Slingerland) - This approach is designed primarily for use with children who have developmental delays or are otherwise at risk for failure in school. The approach includes instruction in both reading and writing. Teachers are encouraged to attend training workshops prior to implementing the program. Students are taught explicit strategies for decoding that are to be applied to other reading materials (basal series, library books, etc.). Sample instructional activities are included in the teacher's manual.

Recipe for Reading - This book outlines a structured, phonics-based approach for teaching beginning reading to children of all ages, including those with learning disabilities. The manual serves as a guide for planning an instructional sequence that represents approximately one year of classwork. The manual also provides an example of a daily lesson plan.

DESCRIPTIONS OF INSTRUCTIONAL APPROACHES

Success for All - This is a school-wide program that was designed with the goal of preventing academic failure. The elements include tutoring, parental involvement, and comprehensive inservice training. The reading component consists of several programs. In kindergarten and first grade, the program emphasizes the development of language skills with the use of *Story Telling and Retelling (STaR)* and *Peabody Language Development Kits*. Oral and written composition are also introduced at this level. *Beginning Reading*, a phonics-based introduction to reading is introduced in the second semester of kindergarten. When students reach the primer level, they use a form of *Cooperative Integrated Reading and Composition (CIRC)*.

Spelling & Reading with Riggs - This program is an adaptation and extension of *The Writing Road to Reading* (based on the Spaulding Method). The manual is designed to be used *in conjunction* with the *Writing Road to Reading*, and is suitable for the instruction of primary ESL and remedial students as well as general education students. A comprehensive manual outlines procedures for preparing daily lesson plans, provides examples of recommended instructional activities and specifies a scope and sequence for the first year of instruction. The manual also outlines specific procedures for evaluating both teacher and student performance. This approach uses an explicit phonics method to teach reading, handwriting and spelling skills.

Words in Color - This approach to reading relies on a system of color coding vowel and consonant sounds, vowel digraphs, and consonant blends. *Words in Color* introduces students to both reading and writing in an instructional sequence that includes first identifying the sound for a given symbol (designated by a specific color) and then eventually writing that symbol. The program contains 21 charts representing 47 sounds of the American English language (represented by 47 different shades of color). This approach is recommended for beginning readers of all ages.

The Writing Road to Reading - This phonics-based approach, commonly referred to as the Spaulding Method, is designed to teach students to read through listening, speaking, writing, and reading. Students are taught 70 phonograms; once they have learned to identify the first 54 phonograms, they are taught to apply that knowledge to spelling. Specified procedures for teaching students how to write letters are also provided.

Zoo-phonics - This is a developmental program designed for children in kindergarten through first grade or for students of all ages receiving special education. The program can be used to complete and support whatever reading system the student is using. The letters of the alphabet are taught in conjunction with a "body signal," giving the student the opportunity to manipulate and "act out" the alphabet. The configuration of the letters is remembered in association with a picture of an animal. Students are taught to blend sounds/symbols into words. Among other materials, the *Zoo-phonics* kit includes a teacher's manual that provides initial steps for teaching sound signals as well as suggestions for more advanced activities. Three controlled vocabulary readers, accompanying comprehension questions, and suggestions for related activities are also provided.

Table 3—Content Analysis: Instructional Approaches

PUBLISHER	Center for Innovation in Education	Scholastic	Modern Curriculum Press	Cove Publishers	Art City Publishing Company	Educators Publishing Service
PROGRAM NAME	*The Baratta-Lorton Program (Dekodiphukan)*	*Bookshelf*	*Discovery Phonics*	*Exemplary Center for Reading Instruction † (ECRI)*	*McOmber Reading Package*	*A Multisensory Approach to Language Arts (Slingerland)*
A. DECODING INSTRUCTION						
1. Sound/symbol relationships						
a. Explicit	S			S	S	S
b. Implicit			S			
c. Both						
d. Neither						
2. Phonemic awareness activities	S		S		R	S
3. Decoding strategy						
a. Explicit	S			S	S	S
b. Implicit						
c. Neither						
d. Blending taught explicitly	S			S	S	S
B. READING TEXT						
1. Text characteristics						
a. Word lists and/or individual sentences						
b. Connected text		S	S			
c. Both	S			S	S	
d. Neither						
2. Relationship of instruction to text						
a. Observable relationship	+		+	+	+	
b. Observable phonics relationship	+				+	

NOTE: *S refers to sample provided*
R refers to general recommendation
+ indicates activities present in the program
** item must be related to text selection*
† includes the Start Reading Program

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Table 3—Content Analysis: Instructional Approaches—Continued

PUBLISHER	Center for Innovation in Education	Scholastic	Modern Curriculum Press	Cove Publishers	Art City Publishing Company	Educators Publishing Service
PROGRAM NAME	*The Baratta-Lorton Program (Dekodiphukan)*	*Bookshelf*	*Discovery Phonics*	*Exemplary Center for Reading Instruction † (ECRI)*	*McOmber Reading Package*	*A Multisensory Approach to Language Arts (Slingerland)*
B. Reading Text (Continue)						
3. Mode of reading text						
a. Orally						
b. Silently						
c. Both	R	R	R	R	+	R
d. Not specified						
4. Activities to promote fluency				R	+	R
C. READING COMPREHENSION						
•1. Activities prior to reading		S	S	S	R	
•2. Activities during reading		S	S		R	
•3. Activities after reading		S	S	S	R	
a. Teacher-directed			S	S	R	
b. Independent		S	S	S	R	
4. Comprehension skills/strategy instruction		S	S	S	R	R
5. Composing activities						
a. Related to text selection				S		
b. Independent of text selection	S					
c. Both		S	S		R	
d. Neither						

NOTE: *S refers to sample provided*
R refers to general recommendation
+ indicates activities present in the program
• item must be related to text selection
† includes the Start Reading Program

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Table 3—Content Analysis: Instructional Approaches—Continued

PUBLISHER	Educators Publishing Service	K & M Publishing	Educational Research Service	Educational Solutions	Quill William Morrow	Zoo-phonics
PROGRAM NAME	*Recipe for Reading*	*Spelling & Reading with Riggs ‡*	*Success for All*	*Words in Color*	*The Writing Road to Reading*	*Zoo-phonics*
A. DECODING INSTRUCTION						
1. Sound/symbol relationships						
a. Explicit	S	S	S	R	S	R
b. Implicit						
c. Both						
d. Neither						
2. Phonemic awareness activities	S	R	S		S	R
3. Decoding strategy						
a. Explicit	S	S	S	R	S	R
b. Implicit						
c. Neither						
d. Blending taught explicitly	S	S	S	R	S	R
B. READING TEXT						
1. Text characteristics						
a. Word lists and/or individual sentences					S	
b. Connected text					R	
c. Both	S		S	S		S
d. Neither		+				
2. Relationship of instruction to text						
a. Observable relationship	+		+	+	+	+
b. Observable phonics relationship			+	+	+	+

NOTE: *S refers to sample provided*
R refers to general recommendation
+ indicates activities present in the program
* item must be related to text selection*
‡ to be used in conjunction with The Writing Road to Reading

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Table 3—Content Analysis: Instructional Approaches—Continued

PUBLISHER	Educators Publishing Service	K & M Publishing	Educational Research Service	Educational Solutions	Quill William Morrow	Zoo-phonics
PROGRAM NAME	*Recipe for Reading*	*Spelling & Reading with Riggs ‡*	*Success for All*	*Words in Color*	*The Writing Road to Reading*	*Zoo-phonics*
B. Reading Text (continued)						
3. Mode of reading text						
a. Orally		R			+	
b. Silently						
c. Both	R		+	+		+
d. Not specified						
4. Activities to promote fluency	R	R	+			+
C. READING COMPREHENSION						
***1. Activities prior to reading**	S		S			
***2. Activities during reading**	S		S			
***3. Activities after reading**		R	S		R	S
a. Teacher-directed	S		S			S
b. Independent	S		S			R
4. Comprehension skills/strategy instruction	S	R	S			
5. Composing activities						
a. Related to text selection						R
b. Independent of text selection						
c. Both	S	R	S	R	R	
d. Neither						

NOTE: *S refers to sample provided*
R refers to general recommendation
+ indicates activities present in the program
• item must be related to text selection
‡ to be used in conjunction with The Writing Road to Reading

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Chapter IV

Cost Analysis

How much do the programs cost?

The contract for this report specified that a cost analysis for each program included in the evaluation be computed. The cost analysis contains the average cost per pupil for each core program component, and the average cost per pupil of the entire reading program, up to and including grade three. The average cost per pupil for materials is based on a classroom of 30 students. In the tables that follow, costs were computed by:

1. determining the core components for each program;

2. listing the average cost per pupil of teacher materials;

3. listing the average cost per pupil of student materials including both student workbooks and textbooks;

4. totaling the costs of teacher and student materials specified for kindergarten-Grade 3 to determine the average cost of entire program, up to and including Grade 3;

5. totaling the cost of those materials that are considered to be consumable, that is, used only once (e.g., student workbooks).

It should be noted that "core" components refer to those program components that are required for a new implementation of the program. The listing of core components was determined first by examining publisher catalogs and then confirmed by contacting the publishers. Many of the programs offer supplementary materials designed to accompany the core program components. However, the supplementary materials were not included in either the cost or content analyses.

On the following page is an example of the cost analysis format with an explanation for each entry.

EXAMPLE:

1. (title)

2. Publisher:

3. Author(s):

4. (Prices from ....)

5. Copyright	6. Grade Level	7. Program Components	8. Avg. cost per pupil

Average cost per pupil for entire program ..... 9.__/
10.*__

1. Title of the program
2. Name, address, and phone number of publisher
3. Author(s)
4. Source of cost information
5. Copyright taken from actual materials
6. Approximate grade level
7. Components required for implementation; does not include supplementary or enrichment materials
8. Average cost per pupil calculated by dividing designated price by 30, an estimated number of students per class.
9. Average total cost of core components per pupil including both consumable and non-consumable components; estimated start-up costs for first year implementation.
10. Total of consumable costs; an estimate of costs necessary for continued implementation.

* = Consumable

Table 4. Cost Analysis: Basal Reading Programs

Basal reading programs included:

The Addison-Wesley Reading Program
Connections
HBJ Imagination: An Odyssey Through Language
HBJ Reading Program
Heath Reading
HRW Reading: Reading Today and Tomorrow
Impressions
The Literature Experience
Merrill Linguistic Reading Program
Open Court Reading and Writing
Reading Mastery
Scott Foresman Reading
World of Reading

THE ADDISON-WESLEY READING PROGRAM

Publisher:
Addison-Wesley
One Jacob Way
Reading, MA 01867
(800) 548-4885

Author(s):
Pleasant T. Rowland

(Prices from 1991 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
		Kindergarten		
1982	K	Happily EverAfter Kit		6.50
	P-P	Meet the SuperKids	TE	1.96
		Meet the SuperKids	SB	8.64
		First Grade		
	P	SuperKids Club	TE	1.96
		SuperKids Club (set of 5)	SB	*5.91
	1.1	Adventures of the SuperKids	TE	1.99
		Adventures of the SuperKids	SB	10.56
		Adventures of the SuperKids (set of 6)	WB	*7.47
	1.2	More Adventures of the SuperKids	TE	1.57
		More Adventures of the SuperKids	SB	11.28
		More Adventures of the SuperKids (set of 2)	WB	*5.16
		Second Grade		
	2.1	The Nitty Gritty Rather Pretty City (1st-12th Streets)	TE	1.28
		1st-12th Streets	SB	12.33
		1st-12th Streets	WB	*5.04
	2.2	1st-12th Streets	WBTE	.20
		The Nitty Gritty Rather Pretty City (13th-24th Streets)	TE	1.18
		13th-24th Streets	SB	12.33
		13th-24th Streets	WB	*5.04
		13th-24th Streets	WBTE	.20
		Third Grade		
	3.1	The Dictopedia A-L	TE	1.70
		The Dictopedia A-L	SB	13.23
		The Dictopedia A-L Readers Skills Book	WBTE	.22
			WB	*5.19
		The Dictopedia A-L Writers Skills Book	WBTE	.22
			WB	*5.19
	3.2	The Dictopedia M-Z	TE	1.70
		The Dictopedia M-Z	SB	13.23
		The Dictopedia M-Z	WBTE	.22
		The Dictopedia M-Z	WB	*5.19
		The Dictopedia M-Z	WBTE	.22
		The Dictopedia M-Z	WB	*5.19
		Average cost per pupil for entire program		**152.10/*49.38**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

CONNECTIONS

Publisher:
MacMillan
866 Third Avenue
4th Floor
School Division
New York, NY 10022
(212) 702-3197

Author(s):
Virginia A. Arnold
Carl B. Smith
James Flood
Diane Lapp

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
		Kindergarten		
1988	K	Once Upon A Time Kit	TE	27.75
1991	K-R	Getting Started	TE	.54
		Getting Started	SB	9.39
		Getting Started	WBTE	.30
		Getting Started	WB	*5.97
1991	R	I Think I Can	TE	.55
		I Think I Can	SB	9.39
		I Think I Can	WBTE	.30
		I Think I Can	WB	*5.97
		First Grade		
1991	PP1-PP3	Close to Home/Stepping Out/Moving On	TE	1.21
		Close to Home	SB	8.25
		Stepping Out	SB	8.25
		Moving On	SB	8.25
		Close to Home/Stepping Out/Moving On	WBTE	.48
		Close to Home/Stepping Out/Moving On	WB	*6.51
		Close to Home/Stepping Out/Moving On	WBTE	.30
		Close to Home/Stepping Out/Moving On	WB	*5.97
1991	P	Taking Time	TE	.91
		Taking Time	SB	16.65
		Taking Time	WBTE	.43
		Taking Time	WB	*5.64
		Taking Time	WBTE	.30
		Taking Time	WB	*5.97
1991	1	Look Again	TE	1.05
		Look Again	SB	17.82
		Look Again	WBTE	.43
		Look Again	WB	*5.64
		Look Again	WBTE	.30
		Look Again	WB	*5.97
		Second Grade		
1989	2-1	Bit By Bit	TE	1.06
		Bit By Bit	SB	19.65
		Bit By Bit	WBTE	.43
		Bit By Bit	WB	*5.64
		Bit By Bit	WBTE	.29
		Bit By Bit	WB	*6.33
1991	2-2	Friends Aloft	TE	1.06
		Friends Aloft	SB	19.65
		Friends Aloft	WBTE	.43
		Friends Aloft	WB	*5.64
		Friends Aloft	WBTE	.29
		Friends Aloft	WB	*6.33

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

CONNECTIONS—Continued

Publisher:
MacMillan
866 Third Avenue
4th Floor
School Division
New York, NY 10022
(212) 702-3197

Author(s):
Virginia A. Arnold
Carl B. Smith
James Flood
Diane Lapp

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
		Third Grade	
1989	3-1	Adventuring ..... TE	1.10
		Adventuring ..... SB	20.46
		Adventuring ..... WBTE	.43
		Adventuring ..... WB	*5.64
		Adventuring ..... WBTE	.29
		Adventuring ..... WB	*6.33
1989	3-2	Observing ..... TE	1.10
		Observing ..... SB	20.46
		Observing ..... WBTE	.43
		Observing ..... WB	*5.64
		Observing ..... WBTE	.29
		Observing ..... WB	*6.33
**Average cost per pupil for entire program ..... **			**295.79/*95.52**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

HBJ READING PROGRAM

Publisher:
Harcourt Brace Jovanovich
Orlando, FL 32887
(800) CALL-HBJ

Author(s):
Bernice E. Cullihan
Nancy L. Roser
W. Dorsey Hammond
Roger C. Farr
Dorothy S. Strickland

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1989		Kindergarten		
	K	Butterflies Kit	TE	17.00
		Kites	TE	1.45
	K-R	Kites	SB	8.40
		Kites Resource Bank		3.90
		Rainbows	TE	1.45
	R	Rainbows	SB	8.40
		Rainbows Resource Bank		3.90
		First Grade		
	PP1	New Friends	TE	1.00
		New Friends	SB	6.75
		New Friends Resource Bank		7.60
	PP2	Mortimer Frog	TE	1.00
		Mortimer Frog	SB	6.75
		Mortimer Frog Resource Bank		7.60
	PP3	Mr. Fig	TE	1.00
		Mr. Fig	SB	6.75
		Mr Fig Resource Bank		7.60
	P	Ribbons	TE	1.43
		Ribbons	SB	14.55
		Ribbons Resource Bank		7.60
	1	Sandcastles	TE	1.55
		Sandcastles	SB	14.97
		Sandcastles Resource Bank		7.60
		Second Grade		
	2-1	Weathervanes	TE	1.79
		Weathervanes	SB	16.50
		Weathervanes Resource Bank		7.60
	2-2	Windmills	TE	1.79
		Windmills	SB	16.50
		Windmills Resource Bank		7.60
		Third Grade		
	3-1	Celebrations	TE	1.92
		Celebrations	SB	17.76
		Celebrations Resource Bank		7.60
	3-2	Fanfares	TE	1.92
		Fanfares	SB	17.76
		Fanfares Resource Bank		7.60
		Average cost per pupil for entire program		**244.59/*0.0**

Workbooks classified as supplemental instructional components in teacher's guide. Not counted in analysis.

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

HEATH READING

Publisher:
D. C. Heath
125 Spring Street
Lexington, MA 02173
(800)235-3565

Author(s):
Donna Alvermann
Connie A. Bridge
Barbara A. Schmidt
Lynden W. Searfoss
Peter Winograd
Scott G. Paris
Bertram Bruce
Maureen Priestly-Romero
Richard P. Santeusanto
Norma Goonen
Sharon Kossack

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1991		Kindergarten		
	K	The Cat and the Fiddle	TE	1.00
		The Cat and the Fiddle	SB	*6.50
		First Grade		
		Teacher's Editions for Levels R through PP3	TE	1.77
	R	The Mouse in the House	SB	7.95
	PP1	Yellow Fish, Blue Fish	SB	7.10
		Yellow Fish, Blue Fish	WBTE	.18
		Yellow Fish, Blue Fish	WB	*3.50
	PP2	My Friends the Frogs	SB	7.10
		My Friends the Frogs	WBTE	.18
		My Friends the Frogs	WB	*3.50
	PP3	Grab That Dog!	SB	7.10
		Grab That Dog!	WBTE	.18
		Grab That Dog!	WB	*3.50
	P	Little Duck Dance	TE	1.83
		Little Duck Dance	SB	15.00
		Little Duck Dance	WBTE	.28
		Little Duck Dance	WB	*6.95
	1	My Best Bear Hug	TE	1.83
		My Best Bear Hug	SB	15.00
		My Best Bear Hug	WBTE	.28
		My Best Bear Hug	WB	*6.95
		Second Grade		
	2-1	Cats Sleep Anywhere	TE	1.10
		Cats Sleep Anywhere	SB	17.25
		Cats Sleep Anywhere	WBTE	.32
		Cats Sleep Anywhere	WB	*8.10
	2-2	Come Back Here, Crocodile	TE	1.10
		Come Back Here, Crocodile	SB	17.25
		Come Back Here, Crocodile	WBTE	.32
		Come Back Here, Crocodile	WB	*8.10

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

HEATH READING—Continued

Publisher:
D. C. Heath
125 Spring Street
Lexington, MA 02173
(800)235-3565

Author(s):
Donna Alvermann
Connie A. Bridge
Barbara A. Schmidt
Lynden W. Searfoss
Peter Winograd
Scott G. Paris
Bertram Bruce
Maureen Priestly-Romero
Richard P. Santeusanto
Norma Goonen
Sharon Kossack

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
		Third Grade	
	3-1	A Soft Pillow for an Armadillo . . . . . TE	1.10
		A Soft Pillow for an Armadillo . . . . . SB	18.50
		A Soft Pillow for an Armadillo . . . . . WBTE	.32
		A Soft Pillow for an Armadillo . . . . . WB	*8.10
	3-2	Never a Worm This Long . . . . . TE	1.10
		Never a Worm This Long . . . . . SB	18.50
		Never a Worm This Long . . . . . WBTE	.32
		Never a Worm This Long . . . . . WB	*8.10
	***	Language Enrichment materials available at each level	
		**Average cost per pupil for entire program . . . . . **	**$205.26/*63.25**

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

HRW READING: READING TODAY AND TOMORROW

Publisher:
Harcourt Brace Jovanovich (Holt, Rinehart and Winston)
Orlando, FL 32887
(800) CALL-HBJ

Author(s):
Isabel L. Beck
T. Tana Herchold (Rainbows)
Rosann C. Englebretson (Rainbows)
Lenore H. Ringler
Donna M. Ogle
Taffy E. Raphael
Bonnie B. Armbruster
Margaret G. McKeown

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
		Kindergarten		
1989	K	Rainbows (Kit)		20.00
		First Grade		
	R	Sundrops	TE	1.00
		Sundrops	SB	8.25
	PP1	Surprises	TE	.73
		Surprises	SB	6.75
		Surprises	WBTE	.22
		Surprises	WB	*4.80
	PP2	Treasures	TE	.73
		Treasures	SB	6.75
		Treasures	WBTE	.22
		Treasures	WB	*4.80
	PP3	Kingdoms	TE	.73
		Kingdoms	SB	6.75
		Kingdoms	WBTE	.22
		Kingdoms	WB	*4.80
	P	Snapshots	TE	1.10
		Snapshots	SB	14.55
		Snapshots	WBTE	.31
		Snapshots	WB	*5.79
	1	Spotlights	TE	1.15
		Spotlights	SB	14.97
		Spotlights	WBTE	.32
		Spotlights	WB	*6.24
		Second Grade		
	2-1	Patterns	TE	1.26
		Patterns	SB	16.50
		Patterns	WBTE	.35
		Patterns	WB	*7.20
	2-2	Pathways	TE	1.26
		Pathways	SB	16.50
		Pathways	WBTE	.35
		Pathways	WB	*7.20

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

HRW READING: READING TODAY AND TOMORROW—Continued

Publisher:
Harcourt Brace Jovanovich (Holt, Rinehart and Winston)
Orlando, FL 32887
(800) CALL-HBJ

Copyright	Grade Level	Program Components		Avg. cost per pupil
		Third Grade		
	3-1	Souvenirs	TE	1.38
		Souvenirs	SB	17.76
		Souvenirs	WBTE	.35
		Souvenirs	WB	*7.20
	3-2	Signposts	TE	1.38
		Signposts	SB	17.76
		Signposts	WBTE	.35
		Signposts	WB	*7.20
		Average cost per pupil for entire program		**215.18/*55.23**

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

HBJ IMAGINATION: AN ODYSSEY THROUGH LANGUAGE

Publisher:
Harcourt Brace Jovanovich
Orlando, FL 32887
(800) CALL-HBJ

Author(s):
Gail Heald-Taylor

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
		Kindergarten		
1989	K	Happy Times	TE	2.00
		Happy Times	WB	*7.98
		Happy Times Resource Bank	TE	1.43
		First Grade		
	1	Changes	TE	2.63
		Changes -Readers	SB	16.35
		Changes -Writers	SB	8.40
		Changes	WBTE	.29
		Changes	WB	*6.00
		Changes	WBTE	.27
		Changes	WB	*3.45
		Changes Resource Bank	TE	2.20
		Second Grade		
	2	Dreams	TE	2.50
		Dreams -Readers	SB	16.20
		Dreams -Writers	SB	10.80
		Dreams	WBTE	.24
		Dreams	WB	*4.80
		Dreams	WBTE	.30
		Dreams	WB	*3.78
		Dreams Resource Bank	TE	2.50
		Third Grade		
	3	Wonders	TE	2.50
		Wonders -Readers	SB	16.80
		Wonders -Writers	SB	11.70
		Wonders	WBTE	.24
		Wonders	WB	*4.80
		Wonders	WBTE	.30
		Wonders	WB	*3.78
		Wonders Resource Bank	TE	2.50
		Average cost per pupil for entire program		**134.74/*34.59**

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

IMPRESSIONS

Publisher:
Harcourt Brace Jovanovich
Orlando, FL 32887
(800) CALL-HBJ

Author(s):
Jack Booth
David Booth
Willa Pauli
Jo Phenix
Larry Swartz (K)

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
		Kindergarten		
1989	K	First Impressions Kit	TE	3.75
1984	K	Dancing in the Sun (Big Book)		2.90
1984	K	Ride Upon the Breeze (Big Book)		3.25
		First Grade		
1984	1	How I Wonder	TE	1.40
		How I Wonder	SB	7.65
		How I Wonder	WB	*5.58
1984	1	Catch a Rainbow	TE	1.40
		Catch a Rainbow	SB	7.65
		Catch a Rainbow	WB	*5.58
1984	1	When The Wind Blows	TE	1.50
		When The Wind Blows	SB	9.90
		When The Wind Blows	WB	*5.70
1985	1	Good Morning Sunshine	TE	1.50
		Good Morning Sunshine	SB	9.90
		Good Morning Sunshine	WB	*5.70
	1	Fly Away Home	TE	1.50
		Fly Away Home	SB	9.90
		Fly Away Home	WB	*5.70
		Second Grade		
1985	2	East Of The Sun	TE	2.30
		East Of The Sun	SB	15.45
		East Of The Sun	WB	*5.70
1986	2	West Of The Moon	TE	2.30
		West Of The Moon	SB	15.45
		West Of The Moon	WB	*5.70
		Third Grade		
1986	3	Over the Mountain	TE	2.30
		Over the Mountain	SB	15.75
		Over the Mountain	WB	*5.88
1987	3	Under the Sea	TE	2.30
		Under the Sea	SB	15.75
		Under the Sea	WB	*5.88
		Average cost per pupil for entire program		**185.22/*51.42**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

THE LITERATURE EXPERIENCE

Publisher:
Houghton Mifflin
One Beacon Street
Boston, MA 02108
(617) 725-3394

Author(s):
John J. Pikulski
J. David Cooper
William K. Durr
Kathryn H. Au
M. Jean Greenlaw
Marjorie Y. Lipson
Susan Page
Sheila W. Valencia
Karen K. Wixson
Rosalinda B. Barrera
Ruth P. Bunyan
Jacqueline L. Chaparro
Jacqueline C. Comas
Alan N. Crawford
Robert L. Hillerich
Timothy G. Johnson
Jana M. Mason
Pamela A. Mason
William E. Nagy
Joseph S. Renzulli
Alfredo Schifini

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1991		Kindergarten		
	K-1	All About Me (Kit)		
	K-2	Let's Be Friends (Kit)		
		(Combined cost of both kits)		41.73
		First Grade		
	PP1-PP3	Too Big/Dream A Story/Bears Don't Go To School	TE	.90
	PP1	Too Big	SB	7.44
	PP2	Dream A Story	SB	7.44
	PP3	Bears Don't Go To School	SB	7.44
	PP1-PP3	Too Big/Dream A Story/Bears Don't Go To School	WBTE	.12
	PP1-PP3	Too Big/Dream A Story/Bears Don't Go To School	WB	*3.18
		With A Crash And A Bang	TE	.90
	1-1	With A Crash And A Bang	SB	15.24
		Level 1-1 Theme Books	TE	.33
		Level 1-1 Theme Books	SB	10.92
		With A Crash And A Bang	WBTE	.12
		With A Crash And A Bang	WB	*3.18
		With A Crash And A Bang Journal	WBTE	.24
		With A Crash And A Bang Journal	WB	*6.75
		Bookworm	TE	.90
	1-2	Bookworm	SB	15.24
		Level 1-2 Theme books	TE	.33
		Level 1-2 Theme books	SB	10.92
		Bookworm	WBTE	.24
		Bookworm	WB	*3.18
		Bookworm Journal	WBTE	.12
		Bookworm Journal	WB	*6.75
		Second Grade		
	2-1	Silly Things Happen	TE	1.00
		Silly Things Happen	SB	17.10
		Level 2-1 Theme Books	TE	.33
		Level 2-1 Theme Books	SB	10.92
		Silly Things Happen	WBTE	.12
		Silly Things Happen	WB	*3.18
		Silly Things Happen Journal	WBTE	.29
		Silly Things Happen Journal	WB	*7.80

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

THE LITERATURE EXPERIENCE—Continued

Publisher:
Houghton Mifflin
One Beacon Street
Boston, MA 02108
(617) 725-3394

Author(s):
John J. Pikulski
J. David Cooper
William K. Durr
Kathryn H. Au
M. Jean Greenlaw
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Sheila W. Valencia
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Rosalinda B. Barrera
Ruth P. Bunyan
Jacqueline L. Chaparro
Jacqueline C. Comas
Alan N. Crawford
Robert L. Hillerich
Timothy G. Johnson
Jana M. Mason
Pamela A. Mason
William E. Nagy
Joseph S. Renzulli
Alfredo Schifini

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
	2-2	Come One, Come All . . . . . TE	1.00
		Come One, Come All . . . . . SB	17.10
		Level 2-2 Theme Books . . . . . TE	.33
		Level 2-2 Theme Books . . . . . SB	14.79
		Come One, Come All . . . . . WBTE	.12
		Come One, Come All . . . . . WB	*3.18
		Come One, Come All Journal . . . . . WBTE	.29
		Come One, Come All Journal . . . . . WB	*7.80
		Third Grade	
	3-1	Just Listen . . . . . TE	1.10
		Just Listen . . . . . SB	17.94
		Level 3-1 Theme Books . . . . . TE	.33
		Level 3-1 Theme Books . . . . . SB	14.79
		Just Listen . . . . . WBTE	.12
		Just Listen . . . . . WB	*3.18
		Just Listen Journal . . . . . WBTE	.29
		Just Listen Journal . . . . . WB	*7.80
	3-2	Golden Threads . . . . . TE	1.10
		Golden Threads . . . . . SB	17.94
		Level 3-2 Theme Books . . . . . TE	.33
		Level 3-2 Theme Books . . . . . SB	10.92
		Golden Threads . . . . . WBTE	.12
		Golden Threads . . . . . WB	*3.18
		Golden Threads Journal . . . . . WBTE	.29
		Golden Threads Journal . . . . . WB	*7.80
		Average cost per pupil for entire program	**312.97/*66.96**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

MERRILL LINGUISTIC READING PROGRAM

Publisher:
SRA School Group (Merrill)
155 N. Wacker Dr.
Chicago, IL 60606
(800) 843-8855

Author(s):
Mildred K. Rudolph
Rosemary G. Wilson
Savannah Miller Young
Priscilla P. Waynant
Elizabeth R. Otto

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1986		Kindergarten		
	K	My Alphabet Book	TE	5.10
		First Grade		
	1.1	I Can	TE	.68
		I Can	SB	5.25
		I Can	WBTE	.25
		I Can	WB	*4.05
	1.2	Dig In	TE	.68
		Dig In	SB	5.25
		Dig In	WBTE	.25
		Dig In	WB	*4.05
	1.3	Catch On	TE	.68
		Catch On	SB	5.25
		Catch On	WBTE	.25
		Catch On	WB	*4.05
		Second Grade		
	2.1	Get Set	TE	.68
		Get Set	SB	10.80
		Get Set	WBTE	.25
		Get Set	WB	*4.05
	2.2	Step Up	TE	.68
		Step Up	SB	10.80
		Step Up	WBTE	.22
		Step Up	WB	*4.65
	2.3	Lift Off	TE	.68
		Lift Off	SB	10.80
		Lift Off	WBTE	.22
		Lift Off	WB	*4.65
		Third Grade		
	3.1	Flight	TE	.68
		Flight	SB	14.10
		Flight	WBTE	.22
		Flight	WB	*4.65
	3.2	Break Through	TE	.68
		Break Through	SB	14.10
		Break Through	WBTE	.22
		Break Through	WB	*4.65
		Average cost per pupil for entire program		**123.57/*34.80**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

OPEN COURT READING & WRITING

Publisher:
Open Court
407 S. Dearborn
Chicago, IL 60605
(800) 435-6850

Author(s):
(K)
Jan Hirshberg
Carl Bereiter
Ann Hughes

(PP/P/1)
Jan Hirshberg
Ann Hughes
S.A. Bernier
Nellie Thomas
Carl Bereiter
Valerie Anderson
Jerome D. Lebo

(2/3)
Carl Bereiter
Marlene Scardamalia
Ann Brown
Valerie Anderson
Joseph Campione
Walter Kintsch

(Prices from 1991 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
		Kindergarten		
1989	K	First Star	TE	.67
		First Star	WB	*7.16
		First Star Thinking Skills	TE	.65
		First Star Thinking Skills	WB	*7.04
		Kinderkit/response cards		13.16
		First Star Resource Book	TE	3.69
		First Grade		
	PP	Blue Pillowed Sky	TE	.93
		Blue Pillowed Sky	SB	7.38
		Blue Pillowed Sky	WB	*6.70
	P	A Shiny Golden Path	TE	1.08
		A Shiny Golden Path	SB	7.72
		A Shiny Golden Path	WB	*6.70
	1	Rainbow Bridge	TE	1.08
		Rainbow Bridge	SB	14.10
		Rainbow Bridge	WB	*6.70
		First Grade Teacher Resource Book/ response cards/wall cards	TE	10.75
		Second Grade		
	2-1	Slide Down the Sky	TE	1.03
		Slide Down the Sky	SB	16.24
		Slide Down the Sky	WB	*7.60
	2-2	From Sea to Shining Sea	TE	1.03
		From Sea to Shining Sea	SB	16.24
		From Sea to Shining Sea	WB	*7.60
		Second Grade Teacher Resource Book/Wall & Sound Response Cards	TE	10.75
		Third Grade		
	3-1	Time for Dreams	TE	1.06
		Time for Dreams	SB	16.74
		Time for Dreams	WB	*7.60
	3-2	Across the World	TE	1.06
		Across the World	SB	16.74
		Across the World	WB	*7.60
		Third Grade Teacher Resource Book	TE	8.40
		Average cost per pupil for entire program		**215.20/*64.70**

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

READING MASTERY

Publisher:
Science Research Associates
P. O. Box 5380
Chicago, IL 60680-5380
or
155 N. Wacker Dr.
Chicago, IL 60606
(800) 843-8855

Author(s):

(I/II)
Siegfried Engelmann
Elaine Bruner

(III/IV)
Siegfried Engelmann
Susan Hanner

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1988		Kindergarten		
	K	Reading Mastery I Kit	TE	9.97
		Reading Mastery I	SB	5.10
		Reading Mastery I	SB	5.10
		Reading Mastery I	SB	5.10
		Reading Mastery I	WB	*4.90
		Reading Mastery I	WB	*4.90
		Reading Mastery I	WB	*4.90
		First Grade		
	1	Reading Mastery II Kit	TE	9.97
		Reading Mastery II	SB	12.50
		Reading Mastery II	SB	12.50
		Reading Mastery II	WB	*4.90
		Reading Mastery II	WB	*4.90
		Reading Mastery II	WB	*4.90
		Second Grade		
	2	Reading Mastery III Kit	TE	3.73
		Reading Mastery III	SB	15.95
		Reading Mastery III	SB	15.95
		Reading Mastery III	WB	*6.59
		Reading Mastery III	WB	*6.59
		Third Grade		
	3	Reading Mastery IV Kit	TE	3.73
		Reading Mastery IV	SB	17.25
		Reading Mastery IV	WB	*6.59
		Skillbook	WB	9.95
		Average cost per pupil for entire program		**175.97/*49.17**

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

SCOTT FORESMAN READING

Publisher:
Scott Foresman
1900 East Lake Avenue
Glenview, IL 60025
(708) 729-3000

Author(s):
Richard L. Allington
Camille L.Z. Blachowicz
Ronald L. Cramer
Patricia M. Cunningham
G. Yvonne Pérez
Constance Frazier-Robinson
Sam Leaton Sebesta
Richard G. Smith
Robert J. Tierney

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1989		Kindergarten		
	K	Here We Are	TE	.87
		Here We Are	SB	8.95
	R	Come Along	TE	.76
		Come Along	SB	8.95
		Come Along	SB	4.75
		Come Along	SB	5.70
		First Grade		
	PP1-3	Friends/Prizes/Colors	TE	1.18
	PP1	Friends	SB	7.45
	PP2	Prizes	SB	7.08
	PP3	Colors	SB	7.08
	PP1-3	Friends/Prizes/Colors	WBTE	.36
		Friends/Prizes/Colors	WB	*8.67
	P	Outside My Window	TE	.95
		Outside My Window	SB	15.55
		Outside My Window	WBTE	.29
		Outside My Window	WB	*6.53
	1	Story Clouds	TE	.98
		Story Clouds	SB	16.35
		Story Clouds	WBTE	.29
		Story Clouds	WB	*6.69
	2-1	Under the Moon	TE	1.00
		Under the Moon	SB	17.75
		Under the Moon	WBTE	.32
		Under the Moon	WB	*7.44
	2-2	What Do I See?	TE	1.00
		What Do I See?	SB	17.75
		What Do I See?	WBTE	.32
		What Do I See?	WB	*7.44
		Second Grade		
	2-1	Under the Moon	TE	1.00
		Under the Moon	SB	17.75
		Under the Moon	WBTE	.32
		Under the Moon	WB	*7.44
	2-2	What Do I See?	TE	1.00
		What Do I See?	SB	17.75
		What Do I See?	WBTE	.32
		What Do I See?	WB	*7.44

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SCOTT FORESMAN READING—Continued

Publisher:
Scott Foresman
1900 East Lake Avenue
Glenview, IL 60025
(708) 729-3000

Author(s):
Richard L. Allington
Camille L.Z. Blachowicz
Ronald L. Cramer
Patricia M. Cunningham
G. Yvonne Pérez
Constance Frazier-Robinson
Sam Leaton Sebesta
Richard G. Smith
Robert J. Tierney

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
		Third Grade		
	3-1	City Spaces	TE	1.00
		City Spaces	SB	19.25
		City Spaces	WBTE	.32
		City Spaces	WB	*7.44
	3-2	On Parade	TE	1.00
		On Parade	SB	19.25
		On Parade	WBTE	.32
		On Parade	WB	*7.44
		Average cost per pupil for entire program		**218.47/*51.65**

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook.

WORLD OF READING

Publisher:
Silver Burdett & Ginn
4350 Equity Dr.
P. O. Box 2649
Columbus, OH 43216
(617) 455-7034
(800) 848-9500

Author(s):
P. David Pearson
Dale D. Johnson
Theodore Clymer
Roselmina Indrisano
Richard L. Venezky
James F. Baumann
Elfrieda Hiebert
Marian Toth
Carl Grant
Jeanne Paratore

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1991		Kindergarten		
	K	Hickory Dickory Dock/Village	SB	*9.95
		Hickory Dickory Village Kit	TE	26.50
		Buckle My Shoe	TE	.90
	R	Buckle My Shoe	SB	8.50
		Buckle My Shoe	WB	*2.80
		First Grade		
	R	Clap Your Hands	TE	.70
		Clap Your Hands	SB	7.25
		Clap Your Hands	WB	*6.00
	PP1	All Through the Town	TE	1.07
		All Through the Town	SB	7.10
		All Through the Town	WBTE	.13
		All Through the Town	WB	*3.30
		All Through the Town Journal	WBTE	.13
		All Through the Town Journal	WB	*3.30
	PP2	Out Came the Sun	TE	1.07
		Out Came the Sun	SB	7.10
		Out Came the Sun	WBTE	.13
		Out Came the Sun	WB	*3.30
		Out Came the Sun Journal	WBTE	.13
		Out Came the Sun Journal	WB	*3.30
	PP3	Morning Bells	TE	1.07
		Morning Bells	SB	7.10
		Morning Bells	WBTE	.13
		Morning Bells	WB	*3.30
		Morning Bells Journal	WBTE	.13
		Morning Bells Journal	WB	*3.30
	P	Make A Wish	TE	.92
		Make A Wish	SB	14.95
		Make A Wish	WBTE	.26
		Make A Wish	WB	*6.65
		Make A Wish Journal	WBTE	.26
		Make A Wish Journal	WB	*6.65
	1	A New Day	TE	.92
		A New Day	SB	15.25
		A New Day	WBTE	.26
		A New Day	WB	*6.65
		Make A Wish Journal	WBTE	.26
		Make A Wish Journal	WB	*6.65

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WORLD OF READING—Continued

Publisher:
Silver Burdett & Ginn
4350 Equity Dr.
P. O. Box 2649
Columbus, OH 43216
(617) 455-7034
(800) 848-9500

Author(s):
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Roselmina Indrisano
Richard L. Venezky
James F. Baumann
Elfrieda Hiebert
Marian Toth
Carl Grant
Jeanne Paratore

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
		Second Grade		
	2-1	Garden Gates	TE	1.23
		Garden Gates	SB	16.95
		Garden Gates	WBTE	.30
		Garden Gates	WB	*7.96
		Garden Gates Journal	WBTE	.30
		Garden Gates Journal	WB	*7.96
	2-2	Going Places	TE	1.23
		Going Places	SB	16.95
		Going Places	WBTE	.30
		Going Places	WB	*7.96
		Going Places Journal	WBTE	.30
		Going Places Journal	WB	*7.96
		Third Grade		
	3-1	Castles of Sand	TE	1.23
		Castles of Sand	SB	17.95
		Castles of Sand	WBTE	.30
		Castles of Sand	WB	*7.96
	3-2	Castles of Sand Journal	WBTE	.30
		Castles of Sand Journal	WB	*7.96
		On the Horizon	TE	1.23
		On the Horizon	SB	17.95
		On the Horizon	WBTE	.30
		On the Horizon	WB	*7.96
		On the Horizon Journal	WBTE	.30
		On the Horizon Journal	WB	*7.96
		Average cost per pupil for entire program		**309.80/*128.83**

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Table 5. Cost Analysis: Other Instructional Programs

Other instructional programs included:

Alphaphonics/Kite
Alpha Time
At Last! A Reading Method for Every Child!
Auditory Discrimination in Depth
Basic Reading Series
The B.E.S.T. Introductory Phonics Program
Bridges
Companion
Explode the Code
The Golden Key to Reading
High Hat
Integrated Total Language
Let's Read
Literacy 2000
MCP Phonics
McQueen Integrated Phonics and Language Arts
Multisensory Teaching Approach
Pathways to Literacy
Phonics Pathways
Reading Links: The Phonics-Literature Connection
Sing, Spell, Read & Write
Sounder
Steck-Vaughn Phonics
The Stevenson Language Skills Program
The Story Box
Success in Reading and Writing
Swain Beginning Reading
Teaching All Children to Read
Total Reading
Yak Phonics

ALPHAPHONICS/KITE

Publisher:
Alphaphonics Publications (KITE)
Box 2024
San Mateo, CA 94401
(415) 588-8082

Author(s):
Judith Brown
Jeanne Stout Burke
Gretchen Ross

Karen Derrickson
Corina Montgomery
Karen Valentine

Sara Rose Barrow
Gwen Edgar

(Prices from 1991 price list)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1989		Program 1		
	K-1	Alphaphonics Book	TE	2.00
1988		Kite Activity Book	TE	.67
		Program 2		
1984	1	Alphaphonics plus	TE	2.17

Average cost per pupil for entire program 4.84/*0.00

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ALPHA TIME

Publisher:
New Dimensions in Education
61 Mattatuck Hts. Road
Waterbury, CT
06705-9964
(800) 227-9120

Author(s):
Elayne R. Neimann
Rita Friedman

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1988	K	Alphatime Kit	23.17
		Alpha-One Kit	26.50
		Average cost per pupil for entire program	**49.67/*0.00**

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

AT LAST! A READING METHOD FOR EVERY CHILD!

Publisher:
Pecci Educational Publishers
440 Davis Court, #405
San Francisco, CA 94111
(415) 391-8579

Author(s):
Mary F. Pecci
Ernest F. Pecci

(Prices from 1991 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1988	UNGRD	At Last: A Reading Method for Every Child . . . TE	.83
		Sets of Seatwork	2.56
		Average cost per pupil for entire program	**3.39/*0.00**

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

AUDITORY DISCRIMINATION IN DEPTH

Publisher:
Developmental Learning Materials
P. O. Box 4000
One DLM Park
Allen, TX 75002
(800) 527-4747

Author(s):
Charles Lindamood
Patricia Lindamood

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1975	UNGRD	A.D.D. Kit	9.83
		Average cost per pupil for entire program	**9.83/ *0.00**

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

BASIC READING SERIES

Publisher:
Science Research Associates
155 N. Wacker Dr.
Chicago, IL 60606
(800) 843-8855

Author(s):
Donald Rasmussen
Lynn Goldberg

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1985	K	Readiness Book	TE	.65
		Readiness Book	SB	6.65
		Alphabet Book	TE	.41
		Alphabet Book	SB	1.02
	1	Level A - A Pig Can Jig	TE	.65
		A Pig Can Jig	SB	9.25
		A Pig Can Jig	WBTE	.42
		A Pig Can Jig	WB	*.69
	1	Level B - Hen in Fox's Den	TE	.65
		Hen in Fox's Den	SB	7.55
		Hen in Fox's Den	WBTE	.42
		Hen in Fox's Den	WB	*.69
	1	Level C - Six Ducks in A Pond	TE	.65
		Ducks in a Pond	SB	12.55
		Ducks in a Pond	WBTE	.42
		Ducks in a Pond	WB	*.69
	1	Level D - King on a Swing	TE	.65
		King on a Swing	SB	13.55
		King on a Swing	WBTE	.42
		King on a Swing	WB	*.69
	2.1	Level E - Kittens and Children	TE	*.65
		Kittens and Children	SB	15.65
		Kittens and Children	WBTE	.42
		Kittens and Children	WB	*.69
	2.2	Level F - Purple Turtle	TE	.65
		Purple Turtle	SB	15.65
		Purple Turtle	WBTE	.42
		Purple Turtle	WB	*.69
		Mastery Tests, Levels A-F		5.89
		Average cost per pupil for entire program		**99.38/*4.14**

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

THE B.E.S.T. INTRODUCTORY PHONICS PROGRAM

Publisher:
B.E.S.T. Publications
2703 Kismet Way
Eugene, OR 97405
(503) 485-3918

Author(s):
Jan Hasbrouck
Jane Dougall
Jane Sondergroth

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1983	K or 1	B.E.S.T. Program (Kit, includes daily lesson plans, test booklet, teaching formats, student stories, worksheets)	2.50
		Average cost per pupil for entire program	**2.50/*0.00**

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

BRIDGES

Publisher:
Scholastic
P. O. Box 7501
Jefferson City, MO 65102
(800) 325-6149

Author(s):
Multiple contributors

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1988	1	Bridges 1	9.83
	1	Bridges 2	9.83
	2	Bridges 1	9.83
	2	Bridges 2	9.83
	3	Bridges 1	9.83
	3	Bridges 2	9.83

Average cost per pupil for entire program 58.98/*0.00

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

COMPANION

Publisher:
Metra Publishing
150 S. 600 East, #2D
Salt Lake City, UT 84102
(801) 521-8593

Author(s):
Grant Von Harrison

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1986	K	Kindergarten Companion Reading Classroom Kit (includes teacher's guide, study exercise books, flash cards, worksheets masters, share sheet masters, mini book masters, tutor manual for teacher, tutor manuals for parents)	14.50
1990	1	First Grade Companion Reading Classroom Kit (includes teacher's guide, study exercise booklets, Words I Can Read, share sheet masters, worksheet masters, reading exercise masters)	14.50
1991	2	Second Grade Companion Reading Classroom Kit (includes teacher's guide, study exercise booklets, worksheet masters, reading exercise masters, phonetic and vocabulary word masters, sight word masters)	14.80
1992	3	Third Grade Companion Reading Classroom Kit (includes teacher's guide, study exercise booklets, worksheet masters, unit review masters, reading exercise masters, phonetic and vocabulary word masters, sight word masters, parent evaluations)	14.50
		Average cost per pupil for entire program	**58.30/*0.00**

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SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

EXPLODE THE CODE

Publisher:
Educators Publishing Service
75 Moulton Street
Cambridge, MA
02138-1104
(800) 225-5750

Author(s):
Nancy Hall
Rena Price

(Price list from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1990	K	Get Reading	*3.55
		Get Set	*3.55
		Go for Code	*4.20
1990		Explode The Code	
		Book 1	*4.95
		Book 1 1/2	*4.95
		Book 2	*4.95
		Book 2 1/2	*4.95
		Book 3	*4.95
		Book 3 1/2	*4.95
		Book 4	*4.95
		Book 4 1/2	*4.95
		Book 5	*4.95
		Book 6	*4.95

Average cost per pupil for entire program ***60.80/0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

THE GOLDEN KEY TO READING

Publisher:
Paula Di Educational Enterprises
181-21 Aberdeen Rd.
Jamaica, NY 11432
(718) 969-3320

Author(s):
Pauline G. DiGiovanni

(Prices from 1992 price list)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1982	K	Golden Key to Reading Book One	TE	.33
	1	Golden Key to Reading Book Two	TE	.50
	2	Golden Key to Reading Book Three	TE	.67
		Golden Key to Reading Reading Supplement A	SB	4.99
		Golden Key to Reading Student Writing Workbook #1	WB	*4.99
		Golden Key to Reading Student Writing Workbook #2	WB	*4.99
		15 Audio Tapes		4.17
		Average cost per pupil for entire program		**20.64/*9.98**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

HIGH HAT

Publisher:
American Guidance Service
Circle Pines, MN
55014-1796
(800) 328-2560

Author(s):
Ronald Goldman
Martha E. Lynch

(Prices from 1992 price list)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1986	K-3	High Hat Complete Reading Program Kit ..... TE	8.63
		High Hat Workbooks - Take Home	*5.95
		High Hat Workbooks	*6.00
		Average cost per pupil for entire program	**20.58/*11.95**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

INTEGRATED TOTAL LANGUAGE

Publisher:
American Guidance Service
2119 Lone Oak Ave.
Napa, CA 94558
(707) 224-0197

Author(s):
Donna R. Connell

(Prices from 1992 price list)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1985	K-2 (ages 4-8)	ITL Early Writing Program	4.17
		**Average cost per pupil for entire program	4.17/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

LET'S READ

Publisher:
Educators Publishing Service
75 Moulton St.
Cambridge, MA
02138-1104
(800) 225-5750

Author(s):
Clarence L. Barnhart
Robert K. Barnhart
Cynthia A. Barnhart
Leonard Bloomfield

(Prices from 1992 price list)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1963	1-3	Let's Read ABCs		7.30
1977		Let's Read ABCs	TE	.12
1963		Let's Read ABCs 1		7.90
1963		Let's Read ABCs 2		7.90
1963		Let's Read ABCs 3		7.90
1964		Let's Read ABCs Syllables		3.95
1964		Let's Read ABCs 4		7.90
1964		Let's Read ABCs 5		7.90
1964		Let's Read ABCs 6		7.90
1965		Let's Read ABCs 7		10.25
1965		Let's Read ABCs 8		10.75
1989		Let's Read ABCs 9		12.55
1979		Quick Guide	TE	.13
		Let's Look At 1	TE	.04
		Let's Look At 1		5.05
		Let's Look At 2	TE	.04
		Let's Look At 2		5.05
		Let's Look At 3	TE	.04
		Let's Look At 3		5.05
		Let's Look At 4	TE	.04
		Let's Look At 4		5.05
		Let's Look At 5	TE	.04
		Let's Look At 5		5.05
		Let's Look At 6	TE	.04
		Let's Look At 6		5.05
		Let's Look At 7	TE	.04
		Let's Look At 7		5.05
		Let's Look At 8	TE	.04
		Let's Look At 8		6.05
		Let's Look At 9	TE	.04
		Let's Look At 9		6.05
		Let's Read Word Lists		.17

Average cost per pupil for entire program 140.43/*0.00

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

LITERACY 2000

Publisher:
Rigby
P. O. Box 797
Crystal Lake, IL 60014
(800) 822-8661

Author(s):
Avelyn Davidson

(Prices from 1991-92 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1991	UNGRD	Literacy 2000 Emergent	TE	1.30
	K-3	Literacy 2000 Early	TE	1.20
		Literacy 2000 Fluent	TE	1.20
	K	Stage 1 Book Package Just Me	SB	4.30
	K	Stage 1 Book Package Bubble Gum	SB	5.30
		Stage 2 Book Package Wiggly Worm	SB	
		Stage 2 Book Package Rat-A-Tat-Tat	SB	5.97
	1	Stage 3 Book Package Beware!	SB	5.97
		Stage 3 Book Package Ask Nicely	SB	5.97
	1	Stage 4 Book Package Royal Dinner	SB	5.97
		Stage 4 Book Package Good Night	SB	5.97
	2	Stage 5 Book Package Springtime Rock'n'Roll	SB	6.17
	2	Stage 6 Book Package Seasons	SB	6.00

Average cost per pupil for entire program 61.49/*0.00

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

MCP PHONICS

Publisher:
Modern Curriculum Press
13900 Prospect Road
Cleveland, OH 44136
(800) 321-3106

Author(s):
Elwell-Murray-Kucia

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1991	1	Revised Phonics, Level A	TE	.95
	1	Revised Phonics, Level A	WE	*5.79
	2	Revised Phonics, Level B	TE	.95
	2	Revised Phonics, Level B	WB	*5.91
	3	Revised Phonics, Level C	TE	.95
	3	Revised Phonics, Level C	WB	*5.79

Average cost per pupil for entire program 20.22/*17.37

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

MCQUEEN INTEGRATED PHONICS AND LANGUAGE ARTS

Publisher:
McQueen Publishing
Box 198
Tiskilwa, IL 61368
(815) 646-4591

Author(s):
Priscilla Luetscher McQueen

(Prices from 1988* price list)

* most recent available

Copyright	Grade Level	Program Components		Avg. cost per pupil
	K	Starter Kit w/ 15 of Each Item	TE	28.62
1963	1-1	We Can Read	TE	.42
		We Can Read	SB	7.56
		We Can Read	WB	*9.65
1968	1-2	We Read More Stories	TE	.08
		We Read More Stories	SB	9.25
		We Read More Stories	WB	*.19
1967	2-1	A Carrousel of Stories	TE	.32
		A Carrousel of Stories	SB	6.59
		A Carrousel of Stories	WBTE	.09
		A Carrousel of Stories	WB	*2.18
1968	2-2	Our Own Country	TE	.14
		Our Own Country	SB	6.59
		Our Own Country	WBTE	.09
		Our Own Country	WB	*2.18
1968	3-1	Imagine That & Around the World in Twenty Legends	TE	.16
1968	3-2	Imagine That & Around the World in Twenty Legends	SB	8.98
		Imagine That	WBTE	.09
		Imagine That	WB	*2.18
		Around the World	WBTE	.09
		Around the World	WB	*2.18

Average cost per pupil for entire program 87.63/*18.56

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

MULTISENSORY TEACHING APPROACH

Publisher:
Educators Publishing Service
75 Moulton Street
Cambridge, MA
02138-1104
(800) 225-5750

Author(s):
Margaret Taylor Smith

(Prices from 1992 price list)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1988	UNGRD	MTA Kit 1	3.05
		MTA Kit 2	4.11
		MTA Kit 3	4.11
		MTA Kit 4	4.11
		MTA Kit 5	4.32
		MTA Kit 6	4.11
1991		MTA Kit 7	
1993		MTA Classroom Materials	2.08
		Average cost per pupil for entire program	**25.89/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

PATHWAYS TO LITERACY

Publisher:
SRA School Group (Barnell Loft)
P. O. Box 5380
Chicago, IL
60680-5380
(800) 843-8855

Author(s):
Billie E. Lieberman

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1991	1	Kit (special introductory price, includes TE, 30 wall charts, read-along cassette)	3.78
	2	Kit (same as above for grade 2)	3.78
		Average cost per pupil for entire program	**7.56/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

PHONICS PATHWAYS

Publisher:
Dorbooks
P. O. Box 2588
Livermore, CA 94551
(510) 449-6983

Author(s):
Dolores G. Hiskes

(Prices from 1992 phone quote)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1991	UNGRD	Phonics Pathways Complete Guide	TE	.83
		Average cost per pupil for entire program		**83/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

READING LINKS: THE PHONICS-LITERATURE CONNECTION

Publisher:
Steck-Vaughn
P. O. Box 26015
Austin, TX 78755
(800) 531-5015

Author(s):
Multiple contributors

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1992	UNGRD	Reading Links Kit	9.90
		Average cost per pupil for entire program	**9.90/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

SING, SPELL, READ & WRITE

Publisher:
International Learning Systems
P. O. Box 16032
Chesapeake, VA 22328
(800) 321-TEACH

Author(s):
Sue Dickson

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1984	K-3	Kindergarten Kit	5.00
1985	1	Level 1 Classroom Kit	31.67
		Off We Go WB	*8.75
		Raceway Book WB	*8.75
1984	2	Level 2 Classroom Kit	23.67
		Down the Track WB	*8.75
		To the Finish WB	*8.75
	3	Level 3 Classroom Kit (in press)	
		Trophy Book 1 SB	7.75
		Trophy Book 2 SB	7.75
		Blackline Master Bookend Comprehension	.04

Average cost per pupil for entire program 110.88/*35.00

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

SOUNDER

Publisher:
Edmark Corporation
P. O. Box 3218
Redmond, WA
98073-3218
(800) 426-0856

Author(s):
Ronald F. Smith

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1988	UNGRD	One to One Package Kit	4.50
		Average cost per pupil for entire program	**4.50/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

1:2

STECK-VAUGHN PHONICS

Publisher:
Steck-Vaughn
P. O. Box 26013
Austin, TX 78755
(800) 531-5015

Author(s):
Barbara K. York

(Prices from 1991 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1991	K	(First Time Phonics)		
		Readiness Skills, Book 1	TE	.13
		Readiness Skills, Book 1	WB	*2.40
		The Alphabet, Book 2	TE	.13
		The Alphabet, Book 2	WB	*2.40
		Consonants, Book 3	TE	.13
		Consonants, Book 3	WB	*2.40
		More Consonants, Book 4	TE	.13
		More Consonants, Book 4	WB	*2.40
		Short Vowels, Book 5	TE	.13
		Short Vowels, Book 5	WB	*2.40
		Long Vowels, Book 6	TE	.13
		Long Vowels, Book 6	WB	*2.40
	1	Book A Teacher's Edition	TE	.37
	1	Book A	WB	*4.47
	2	Book B Teacher's Edition	TE	.37
	2	Book B	WB	*4.47
	3	Book C Teacher's Edition	TE	.37
	3	Book C	WB	*4.47

Average cost per pupil for entire program 29.70/*27.81

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

THE STEVENSON LANGUAGE SKILLS PROGRAM

Publisher:
Stevenson Learning Skills
85 Upland Road
Attleboro, MA 02703
(800) 343-1211

Author(s):
Nancy Stevenson
Janice L. Semple

Joan Chase
Dorothy Martin
Ellen Phillips
Ann Marie Spack

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1992	UNGRD (can begin K or 1 and proceed through series)	Beginning 1 Teacher-Student Manual	TE	.67
		Beginning 1 Reading (set of 2)	SB	8.95
		Beginning 1 Workbook A	WB	*3.95
		Beginning 1 Workbook B	WB	*3.95
		Basic Reading Books (set of 2)	SB	8.50
		Basic Workbook A	WB	*3.95
		Basic Workbook B	WB	*3.95
		Basic Workbook C	WB	*3.95
		Intermediate Teacher-Student Manual	TE	.40
		Intermediate Student Book	SB	5.95
		Intermediate Workbook	WB	*3.95

Average cost per pupil for entire program 48.17/*19.75

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

THE STORY BOX

Publisher:
The Wright Group
19201 - 120th Avenue NE
Bothell, WA 98011-9512
(800) 523-2371

Author(s):
Multiple contributors

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1990	K-1	The Story Box 1, Complete Kit Level 1	8.60
1990	K-2	The Complete Story Box Kit	13.30
		Average cost per pupil for entire program	**21.90/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

SUCCESS IN READING AND WRITING

Publisher:
Goodyear Publishing (Scott Foresman)
1900 Eastlake Ave
Glenville, IL 60025
(708) 729-3000

Author(s):
Anne H. Adams
Mary S. Johnson
Judith M. Connors
Helen G. Cappleman

(Prices from 1992 phone quote from dealer)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1992	K	Success in Kindergarten Reading and Writing . . . . . TE	.83
	1	Success in Beginning Reading and Writing . . . . . TE	.83
	2	Success in Reading and Writing . TE	.83
	3	Success in Reading and Writing . TE	.83

Average cost per pupil for entire program 3.32/*0.00

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

SWAIN BEGINNING READING

Publisher:
Developmental Learning Materials
P. O. Box 4000
One DLM Park
Allen, TX 75002
(800) 327-4747

Author(s):
Emma Halstead Swain

Copyright	Grade Level	Program Components		Avg. cost per pupil
1984	UNGRD	Swain Beginning Reading Kit I		9.67
		Student Reader	SB	7.00
		Swain Beginning Reading Kit II		9.67
		Student Reader	SB	9.00

(Prices from 1992 catalog) **Average cost per pupil for entire program 35.34/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

TEACHING ALL CHILDREN TO READ

Publisher:
University of Chicago Press
11030 S. Langley Avenue
Chicago, IL 60628
(800) 341-6094

Author(s):
Michael Wallach
Lise Wallach

(Prices from 1992 price list)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1976	UNGRD	Teaching All Children to Read Kit	1.00
		Average cost per pupil for entire program	**1.00/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

TOTAL READING

Publisher:
Total Reading
P. O. Box 54465
Los Angeles, CA 90054
(213) 545-7015

Author(s):
Mary Minor Johnston
Elizabeth Paris Dunford

(Prices from 1991 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1990	K-3	Total Reading Primary Teaching Set	TE	3.33
1984		Worksheets Level 1		.13
1984		Level II Cards		.13
1983		Level II Reading	WB	*3.75
1984		Level III	WB	*3.75
1987		Level IVa	WB	*3.75
1984		Level IVb	WB	*3.75
1984		Level IVc	WB	*3.75
1985		Level V	TE	.73
		Level V	WB	*7.50
1984		I Can Read By Myself	SB	6.50
1983		I Can Read More Stories	SB	5.50
		Parent Handbook		.05
		Wordstudy Masters		.05
		Cursive Writing Masters		.05
		Placement Tests A/B/C		.09
		Student Test Booklet Level V		*3.75
		Average cost per pupil for entire program		**46.56/*30.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

YAK PHONICS

Publisher:
Yak Corporation
P. O. Box 99026
4875 San Joaquin Drive
San Diego, CA 92109
(714) 272-1935

Author(s):
E.M. Swengel, Ph.D.

(Prices from 1991 price list)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1974	UNGRD	Kit: Teacher's Manual, Worksheets (Spirit Masters), Alphabet Reference Cards	.83
		Average cost per pupil for entire program	**.83/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition;
SB = Student Book; WBTE = Workbook Teacher's Edition; WB = Workbook

Table 6. Cost Analysis: Instructional Approaches

Instructional approaches included:

Baratta-Lorton Reading Program (Dekodiphukan)
Bookshelf
Discovery Phonics
Exemplary Center for Reading Instruction (ECRI)
McOmber Reading Package
A Multisensory Approach to Language Arts (Slingerland)
Recipe for Reading
Spelling & Reading with Riggs
Success for All
Words in Color
The Writing Road to Reading
Zoo-phonics

BARATTA-LORTON READING PROGRAM (DEKODIPHUKAN)

Publisher:
Center for Innovation in Education
1504 Dell Avenue
Campbell, CA 95088-6901
(408) 866-5218

Author(s):
Robert Baratta-Lorton

(Prices from 1992 price list)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1985	K or 1	Kit	27.71
		Average cost per pupil for entire program	**27.71/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition; SB = Student book;
WBTE = Workbook Teacher's Edition; WB = Workbook.

BOOKSHELF

Publisher:
Scholastic
P. O. Box 7501
Jefferson City, MO 65102
(800) 325-6149

Author(s):
Multiple contributors

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1987	K	Complete Bookshelf Stage 1 (kit)	12.16
	1	Complete Bookshelf Stage 2 (kit)	12.83
	2	Complete Bookshelf Stage 3 (kit)	13.17
		Average cost per pupil for entire program	**38.16/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition; SB = Student book;
WBTE = Workbook Teacher's Edition; WB = Workbook.

DISCOVERY PHONICS

Publisher:
Modern Curriculum Press
13900 Prospect Road
Cleveland, OH 44136
(800) 321-3106

Author(s):
Multiple contributors

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1992	UNGRD	Discovery Phonics I complete program kit (includes 10 Big Books, 5 copies of student books, 10 cassettes, complete teacher's exchanges containing 10 teaching companions and storage box)	15.50

Average cost per pupil for entire program 15.50/*0.00

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition; SB = Student book;
WBTE = Workbook Teacher's Edition; WB = Workbook.

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI) †

Publisher:
Exemplary Center for
Reading Instruction
3310 S. 2700 E.
Salt Lake City, UT 84109
(801) 486-5083

Author(s):
Ethna R. Reid
Anne U. Diebel
Robert J. Piwko
Patricia K. Newbold

(Prices from 1991 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1986	Preschool-K	Start Reading Kit	TE	46.66
		Start Workbooks Set A	WB	*8.75
		Start Workbooks Set B	WB	*8.75
		Start Workbooks Set C	WB	*8.75
	UNGRD	Teaching New Words Through Word Structure Methods	TE	.40
		Teaching New Letter Names and Sounds	TE	.30
		Teaching New Words Through Sight and Context	TE	.27
		Teaching New Words Through Phonics	TE	.30

Average cost per pupil for entire program 74.18/*26.25

† *Includes the Start Reading Program.*

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition; SB = Student book;
WBTE = Workbook Teacher's Edition; WB = Workbook.

McOMBER READING PACKAGE

Publisher:
Art City Publishing
P. O. Box 103
Provo, UT
84603-0103
(801) 225-6894

Author(s):
Rachel B. McOmber

(Prices from 1992 price list)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1987	UNGRD	Package (includes 52 storybooks, manual, cards, booklets, and charts) . .	4.83
		**Average cost per pupil for entire program	4.83/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition; SB = Student book;
WBTE = Workbook Teacher's Edition; WB = Workbook.

A MULTISENSORY APPROACH TO LANGUAGE ARTS (SLINGERLAND)

Publisher:
Educators Publishing Service
75 Moulton Street
Cambridge, MA 02138-1104
(800) 225-5750

Author(s):
Beth H. Slingerland

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1971	1	A Multi-Sensory Approach to Language Arts for Specific Disability Children: A Guide for Primary Teachers	TE .98
1985	2	Book Two, Basics in Scope and Sequence of a Multi-Sensory Approach: A Guide for Primary Teachers	TE .98
1981	3	Book Three, A Guide for Elementary Teachers	TE .98

Average cost per pupil for entire program 2.94/*0.00

Note: Student activity books, teacher and student reference books, wall cards and charts, etc., are listed in catalog under "supplementary materials."

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition; SB = Student book;
WBTE = Workbook Teacher's Edition; WB = Workbook.

RECIPE FOR READING

Publisher:
Educators Publishing Service
75 Moulton Street
Cambridge, MA 02138-1104
(800) 225-5750

Author(s):
Nina Traub
Frances Bloom

(Prices from 1992 catalog)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1990	UNGRD	Recipe for Reading (includes manual, 50 sequence charts, writing paper kit)		.60
		The Alphabet Series (set of 21 storybooks)	SB	33.60
		Workbook 1	WB	*5.25
		Workbook 2	WB	*5.25
		Workbook 3	WB	*5.25
		Workbook 4	WB	*5.25
		Workbook 5	WB	*5.25

Average cost per pupil for entire program 60.45/*26.25

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition; SB = Student book;
WBTE = Workbook Teacher's Edition; WB = Workbook.

SPELLING & READING WITH RIGGS ‡

Publisher:
K & M Publishing
4185 SW 102nd Avenue
Beaverton, OR 97005
(503) 646-9459

Author(s):
Myrna T. McCulloch

(Prices from 1992 price list)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1990	K-3	The Writing Road to Reading	TE	.60
1989		Spelling & Reading with Riggs	TE	1.45
		Phonogram cards		.67
		Self-study tapes		.58
		Phonogram audio tape		.22
		Average cost per pupil for entire program		**3.52/*0.00**

‡ *To be used in conjunction with The Writing Road to Reading.*

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition; SB = Student book;
WBTE = Workbook Teacher's Edition; WB = Workbook.

SUCCESS FOR ALL

Publisher:
Educational Research Service
2000 Clarendon Blvd.
Arlington, VA 22201
(703) 243-2100

Author(s):
Robert E. Slavin
Nancy A. Madden
Nancy L. Karweit
Lawrence J. Dolan
Barbara A. Wasik

Alta Shaw
K. Lynne Mainzer
Robert Petza
Mary Alice Bond
Barbara Haxby

(Prices from 1992 price list)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1992	K-3	Success for All	TE	.66

Average cost per pupil for entire program ..... .66/*0.00

Note: This manual describes the Success For All Approach, which includes the implementation of several programs. Those programs must be purchased separately.

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition; SB = Student book;
WBTE = Workbook Teacher's Edition; WB = Workbook.

WORDS IN COLOR

Publisher:
Educational Solutions
95 University Place
New York, NY
10003-4555
(212) 674-2988

Author(s):
Caleb Gattegno

(Prices from 1990 price list)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1975	UNGRD	Words in Color Starter Set	TE	7.91
		Book R_0	WB	*.25
		Book R_1	WB	*.65
		Book R_2	WB	*1.50
		Book R_3	WB	*1.50
		Sound Color Chart		.17
		Short Passages	SB	3.50
		Eight Tales	SB	3.50
		Word Transformer (Word Wheel)		2.50
		Average cost per pupil for entire program		**21.48/*3.90**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition; SB = Student book;
WBTE = Workbook Teacher's Edition; WB = Workbook.

THE WRITING ROAD TO READING

Publisher:
William Morrow
105 Madison Avenue
New York, NY 10016
(212) 261-6500

Author(s):
Romalda B. Spalding
Walter T. Spalding

(Prices from 1992 price list)

Copyright	Grade Level	Program Components		Avg. cost per pupil
1990	UNGRD	The Writing Road to Reading Manual	TE	.60
		Average cost per pupil for entire program ..... .60/*0.00		

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition; SB = Student book;
WBTE = Workbook Teacher's Edition; WB = Workbook.

ZOO-PHONICS

Publisher:
Zoo-phonics
P. O. Box 1219
Groveland, CA 95321
(209) 962-7634

Author(s):
Georgene Bradshaw
Charlene Wrighton

(Prices from 1992 price list)

Copyright	Grade Level	Program Components	Avg. cost per pupil
1985	UNGRD	Zoo-phonics Basic Kit I	2.50
		Zoo-phonics Basic Kit II	3.83
1986		Zoo-phonics Reader Level A . . . . . SB	4.75
1987		Zoo-phonics Reader Level B . . . . . SB	4.75
1988		Zoo-phonics Reader Level C . . . . . SB	5.22
		Average cost per pupil for entire program	**21.05/*0.00**

UNGRD = Ungraded; * = Consumable; TE = Teacher's Edition; SB = Student book;
WBTE = Workbook Teacher's Edition; WB = Workbook.

Chapter V

Conclusions

How should this report be used?

This report will serve different purposes depending upon readers' interests and their needs. Teachers and school administrators may read the report as background for choosing a beginning reading program--the report should help them screen programs to identify those they wish to examine more thoroughly. Parents may read the report to find out the type of reading instruction being used in their children's classrooms--the report should help them understand different approaches to reading instruction and the content of different programs. Publishers may read the report to consider the research-based evaluation criteria--the report may help them make decisions about the development of their own programs.

A Few Words of Caution. The report is based on an analysis of over 50 programs. It will indicate to its readers the presence (or absence) of a number of instructional activities in the programs it lists. It thus allows readers to form an impression of the content of any given program and its approach to beginning reading instruction. The report does not provide information regarding either the quantity or quality of the instructional activities of these programs. This kind of further analysis can and should be undertaken by readers who are in the process of choosing instructional reading programs.

The Content Analysis. For many readers, the most important part of the report will be the descriptions of criteria that provide the framework for the Content Analysis. These criteria represent a translation of current research on beginning reading instruction into a series of statements and questions. The application of these criteria in the report was limited by the number of instructional programs that were examined. However, these criteria can easily be used as the basis for examining any beginning reading program--whether it is part of a basal reading program, a supplementary program, or for that matter, a program whose primary delivery system is audiotape or videotape. Teachers can use these criteria to evaluate their personally developed reading programs, as well.

The Cost Analysis. Just as the information in the content analysis should be used with caution, so should the information in the cost analysis section, and for several reasons. First, the costs in this report are those that were available at the beginning of work on this project. By the time this report is published, new costs will undoubtedly be in effect. Second, so many of the listed programs are so different from each other that comparing the costs of one to another is analogous to comparing a commuter plane to a jumbo jet. While the size of the airplane is a consideration, it is not the only basis for choosing which type of airplane to fly. Nor should size be the only basis for choosing a beginning reading program. Some programs include student readers while others utilize student readers already in the classroom. Some programs have instructional materials designed to be taught in one year, while others have materials that are to be used for three or more years.

To use the cost analysis wisely, readers should examine both the quality and size of the programs they are considering, to assess what the dollar amount really represents. They should also assess their own needs. For example: Do they want a "complete program?" Do they value student texts that correlate with an instructional program? Do they want a supplementary program? Do they want to use the student texts they already have?

Balance and a Comprehensive Reading Program. A final caution is about balance. In considering this report, readers must understand that a commercially developed instructional program should comprise only a *part* of a comprehensive program of reading instruction. Of course, some teachers (and some parents) teach children to read without using any commercially developed instructional materials. In any case, a comprehensive program of reading instruction is most effective when it contains a balance of both formal and informal instructional activities. A great deal of research indicates that it is the careful combination of ***formal*** teacher-directed activities with more ***informal*** child-centered activities that will help the greatest number of students learn to read with the least amount of difficulty. How do these two types of instructional activities differ?

Formal instruction usually refers to a systematic set of teacher-directed activities that are sequenced to help students learn a group of concepts, a set of strategies, or some important information. Teaching young children the sounds of letters in a pre-determined sequence is an example of formal beginning reading instruction.

Informal instruction is typically more child-centered and consists of activities that give students opportunities to explore a topic, discover relationships, and practice and apply what they have learned during periods of formal instruction. Helping children select books that they can read and setting up discussion groups are examples of informal beginning reading instruction.

Choices Based on Practice and Research. The choices that a teacher makes in selecting both formal and informal instructional activities are central to the development of a comprehensive reading program that will be successful with all of the students in the classroom. These choices should be based on the teacher's own experiences with students and on current research. Research about the teaching and learning of reading has contributed significantly to the knowledge available to classroom teachers. Readers are encouraged to study the two major reviews from which the evaluation criteria used in this report are derived: *Becoming a Nation of Readers* (Anderson et al., 1985) and *Learning to Read: Thinking and Learning about Print* (Adams, 1990).

Is there one best program?

To the question, "Is there one best program?" there are two answers. One is simple and the other is a little more complex. The simple answer is "No." The complex answer is "No program does it all." The complex answer requires some explanation. When examining the programs, it became abundantly clear that no one of these programs meets all of the criteria that research implies are important to a well-designed reading program. For example, although many programs teach explicit decoding strategies, a great many of those programs do not provide interesting and comprehensible texts for students to read. On the other hand, many programs provide handsome books with beautiful illustrations for the students to read, but fail to provide the instruction that will permit them to read the words in the books.

This report also has pointed out enormous differences across programs, differences not only in programs' size, goals, and approach to beginning reading instruction, but in significant detail as well. The analysis revealed, for example, that

- some programs are better than others at providing students with text that is coordinated with the teacher-directed instructional activities;
- some programs are better at demonstrating the relationship between reading and writing and give students more opportunities to capitalize upon that relationship;
- some programs are better in providing students with a foundation of literary selections to read; some provide more well-written expository text;
- some programs have a more realistic sequence of instructional activities;
- some programs have a more detailed set of activities and more explicit instructions to the teacher;
- some programs of activities do not seem to have a direct relationship to learning to read.

So, instead of seeking an answer to the question, "Is there one best program?" it is probably important to ask the more useful question, "What program (or programs) will best fit our needs?" To answer this question, teachers and administrators should meet to establish goals and define expectations for their comprehensive reading program. They should discuss the practice and the research that will undergird the choices they make about both formal and informal instructional activities. Only then should they decide what they want to look for in an instructional program.

Program Claims. In doing this, they may want to consider first the claims that program authors make for their programs. While many of the programs reviewed for this report do not claim to be all inclusive, a number of program authors imply that their programs will be sufficient for teaching all students to read. The findings of this report will be useful to readers attempting to verify these claims.

Types of Instructional Programs. When considering a basal reading program, it should be remembered that basal programs are by their very nature comprehensive. Yet, in trying to appeal to the market, the programs not only include a sometimes thin layer of instruction in many areas--reading, writing, study skills, spelling and more--but they may also include a grab bag of instructional activities that attempt to represent a range of instructional approaches. Applying the criteria from this report in an in-depth examination of these programs will permit readers to determine the quality of the instructional activities.

An alternative or complement to the use of basal reading programs includes the coordination and use of supplemental programs. In schools that have adopted a literature-based program, teachers may choose to supplement with a phonics program; schools that have a strong phonics-based reading program may be looking for supplemental literature that is appropriate for their students. In addition to the literature-based and phonics-based materials, many supplemental programs now on the market are designed to promote the integration of language arts or subject matter content with the reading program.

Teachers considering the purchase of supplemental reading programs for use in their classrooms should examine those programs just as carefully as they would a basal reading program. This analysis revealed that many supplemental programs present instructional strategies of limited use or that are difficult to apply when reading text, or offer no strategies at all. How supplemental programs are to be incorporated into classroom reading programs is another important consideration when examining and choosing these materials.

A potential problem for teachers trying to integrate different types of instructional programs in their classrooms is that the instructional activities may lack the specificity and continuity that some students require. A comprehensive reading program should progress systematically with a high level of coordination between the formal teacher-directed instruction and informal child-centered activities. An example of this level of coordination is stated in *BNR*:

> *The important point is that a high proportion of the words in the earliest selections children read should conform to the phonics they have already been taught. Otherwise they will not have enough opportunity to practice, extend, and refine their knowledge of letter-sound relationships.* (p. 47)

A Final Note. This report examined the *how* of beginning reading instruction. For example, it examined how sound/symbol correspondences are taught; how decoding is taught; how students are directed to read text. The report also addressed some of the *what*. For example, it examined what kinds of emergent literacy activities are included in the program; and what kinds of comprehension and writing instruction are provided. Yet, this report does not address the *when*. For example, it does not address when a program teaches letter/sound correspondences; when the decoding instruction is coordinated with the text that students read; or when students read orally and when silently?

By considering when something should be taught along with how and what, reading teachers, and those designing reading instructional programs can help clarify a very complex process for their young students. In examining instructional reading programs for use in classrooms, readers need to be sensitive to much more than the presence or absence of certain types of instructional activities. They need to examine the instructional integrity of the materials they use and consider how these materials are organized and sequenced. Successfully teaching all children to read involves the careful coordination of both the formal teacher-directed instruction and the informal child-centered activities. The choices that teachers make in developing a comprehensive reading program will have a significant impact on the lives of the children they teach.

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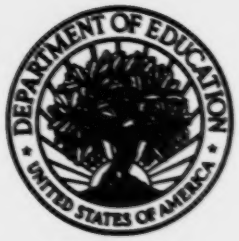

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